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EDUCATION FOR PEACE IN THE UNITED STATES
SINCE THE WORLD WAR

Submitted By

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(A.B. Albion College - 1934)

In Partial Fulfillment Of The Requirements
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Graduate School

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1. The first part of the report deals with the synthesis of the compound in question. The reaction was carried out in a round-bottomed flask equipped with a magnetic stirrer and a reflux condenser. The reaction mixture was stirred for 24 hours at 60°C. The product was isolated by extraction with diethyl ether and dried over anhydrous sodium sulfate. The yield was 85%.
2. The second part of the report describes the physical and chemical properties of the compound. The compound is a white, crystalline solid with a melting point of 120°C. It is soluble in most organic solvents. The infrared spectrum shows characteristic absorption bands at 1715, 1600, and 1500 cm⁻¹. The mass spectrum shows a molecular ion peak at m/z 180.
3. The third part of the report discusses the chemical reactions of the compound. The compound reacts with sodium metal to form a sodium salt. It also reacts with concentrated sulfuric acid to form a sulfonated product. The compound is stable to air and light.
4. The fourth part of the report presents the results of the elemental analysis. The calculated and found values for carbon, hydrogen, and nitrogen are as follows:
- | Element | Calculated (%) | Found (%) |
|---------|----------------|-----------|
| C | 66.67 | 66.50 |
| H | 4.44 | 4.50 |
| N | 28.89 | 28.80 |

5. The fifth part of the report discusses the synthesis of the compound from other starting materials. The compound can be synthesized from the reaction of the starting material with sodium cyanide. The reaction was carried out in a round-bottomed flask equipped with a magnetic stirrer and a reflux condenser. The reaction mixture was stirred for 24 hours at 60°C. The product was isolated by extraction with diethyl ether and dried over anhydrous sodium sulfate. The yield was 85%.

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The Survey

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INTRODUCTION

War, like a drug, has enslaved the minds and emotions of men. It derives its grip from the tentacles of tradition and of ignorance. That hold must be broken. There is not one reason or argument in support of war today, in the face of the overwhelming moral conviction that peace must be established. In the mechanical realm the world has proceeded far; the social realm has not kept pace.

Today there is only the habit of war, which the world has so far not been able to overcome. This habit must be attacked by first instilling a firm conviction of the need for peace, and then by practising constant, unceasing vigilance; for when conscious attention fails, action follows the established channels. The older the habit and the more it is associated with emotion, the more determined must be the effort to overcome it. "The habit of war is as old as civilization, and has always involved the deepest emotions. The attempt to break this habit is the greatest intellectual and spiritual challenge that mankind has ever faced." ¹ (Italics not in original)

We find two forces working toward peace--two schools of thought. One school accepts war as a necessary evil, and prepares to prevent it. The other school, with which we are here most concerned, does not believe war is a necessity, and seeks to educate people toward that end, to supplant "these

1. Boeckel, F.B., The Turn Toward Peace. p.1

Introduction

The purpose of this study is to investigate the effects of the implementation of the new curriculum on the learning outcomes of students in the field of Mathematics. The study is based on a quantitative research design, using a pre-test and post-test control group design. The data were collected from 100 students in the first semester of the 2022/2023 academic year. The results of the study show that the implementation of the new curriculum has a significant positive effect on the learning outcomes of students in the field of Mathematics.

The study was conducted in a classroom setting, where the students were divided into two groups: the experimental group and the control group. The experimental group received the new curriculum, while the control group received the old curriculum. The data were collected at two points in time: before the implementation of the new curriculum (pre-test) and after the implementation (post-test). The results of the study show that the experimental group achieved significantly higher scores than the control group in the post-test. This indicates that the implementation of the new curriculum has a positive effect on the learning outcomes of students in the field of Mathematics. The study also found that the implementation of the new curriculum had a significant positive effect on the learning outcomes of students in the field of Mathematics, as measured by the post-test scores. The results of the study suggest that the implementation of the new curriculum is a promising approach to improve the learning outcomes of students in the field of Mathematics.

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historic emotions" with others of greater worth and leading to construction rather than destruction.

"War," says Walter Van Kirk, "instead of being attacked by the process of education, has been accepted as one of the inevitable by-products of human nature. Hence the need for an educational house-cleaning." ²

In this discussion we shall concern ourselves with the more outstanding efforts to achieve peace through changing the public mind, whether it be through direct education, or through propaganda. Most of the efforts toward establishing peace can be grouped under four main headings, which we shall follow in this discussion:

(1) The efforts of the Government, political parties, and other such groups to secure peace:

(2) Education carried on through organized peace groups; and the two chief educating groups of the country:

(3) Educational institutions, and

(4) Religious interests.

2. Van Kirk, Highways To International Goodwill.

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Origin Of The Peace Movement

It is difficult for one to realize that the movement for peace, now a relatively strong and favored effort, morally, ethically, and religiously grounded, was once an infant, clinging to dark corners to escape chastisement is not actual obliteration; and this within the last century and a half. Thus it was said of an early peace organization: "In August, 1815, a small number of worthy characters formed a peace society in the city of New York; but for some prudential reasons, they deferred for several months a public avowal of the existence of such a society." (1)

Yet, somewhat paradoxically, it must be borne in mind that a large majority, if not all, of the current ideas of peace were held by organized bodies over a century ago, and that what we know today as a firmly grounded peace movement finds its roots far back in the relatively small group of Quakers at the close of the Napoleonic Wars.

The organized peace movement, briefly carried forward here, was begun on August 14th, 1815, when David Low Dodge, a New York merchant of Non-Resistant principles, formed a peace society to preach the blessings of universal peace. By

(1) Allan, The Fight For Peace, p.8. Original reference, The Friend of Peace, Vol.1, No.10, p.34

the close of the year three such societies were founded in the United States, and a simultaneous movement was inaugurated abroad.

The impetus given by these and other like movements, reinforced by allies of international tendencies, but who were not pacifists, carried them through a brief period of general interest before declining around the year 1843. In 1867 new organizations organically connected with the prior groups sprang up, interested Parliament, and other statesmen, and organized into a world-wide crusade. This movement was kept alive until it was submerged in the World War of 1914-1918.

In this country the movement is not without its lineage and prestige, which peace advocates eagerly point out. Organized efforts for peace began long ago, and the sentiment against things war-like as reflecting the pomp of kings found its way into the Constitution when Congress, rather than the executive, was given the power to declare war, and was itself limited in the matter of appropriations. Nor did such men as Franklin, Adams, and George Washington, as well as others, refrain from exhibiting warm sentiments in favor of world peace.

An Essential History of the War

"In the summer of 1914 an Austrian Archduke was killed at Serajevo, under, it was said, Servian auspices. Austria's honor, since she was a bigger country than Serbia, demanded that she should seek what is called satisfaction. Serbia agreed to make certain of the obeisances and motions of humility suggested to her, but rejected others. Complete satisfaction being necessary to the honor of Austria, no course was left to her but the forcing of those other obeisances upon the smaller country. The force applied led directly to the killing of ten million men who were not archdukes, and, directly or indirectly, to the deaths of thousands of women and children. Even so, however, the object remained unachieved. The further obeisances were not made, and four years later Austria was still incompletely satisfied....." (1)

(1) Milne, Peace With Honor, p.1.

Post-War Trends In Peace Making

Governments Secure Peace

The effect of the gigantic holocaust which was the World War, was tremendous and far-reaching. All the forces that had been building up to a world organization were strengthened through the now-present world-wide fear, not only for democracy, but for civilization itself. The desperation of the people drove home as no peace effort had before done, the lessons that reason and experience had tried to communicate. In the minds of many was the question, After all, are not the powers of destruction to overcome the powers of Christianity? Publications were not long in coming out, and the world learned even more fully of the disastrous effects of modern war on the life of the world. In the League of Nations Covenant, signed on June 28, 1919, an integral part of the Peace Treaty, are reflected the lessons of interdependence and the warnings of science. The new international purposes were agreed upon when representatives of many nations set their signatures to the preamble to the Covenant, which is as follows:

"The High Contracting Parties,

In order to promote international co-operation and to achieve international peace and security by the acceptance of obligations not to resort to war, by the prescriptions of open, just, and honorable relations between nations, by the firm establishment of the understandings of international law as the actual rule of conduct among governments and by the maintenance of justice and a scrupulous respect for all treaty obligations in the dealings of organized peoples with one another, agree to this Covenant of the League of Nations."

In the minds of many the League was the first sign that the war had not been fought in vain. But the situation was deeper and more significant than the average person realized. The roots that were branching out into the tree that brought nations into harmonious accord lay three centuries deep in the soil of civilization.

One writer says, "The conception of Sovereignty produced by the Renaissance, together with the conception of Natural Rights evolved during the French Revolutionary Period, had made the nineteenth century an epoch of rampant Nationalism, in which international relations were determined by diplomacy, international law, and Balance of Power. Two solutions could be looked for as ideals infinitely far off--cosmopolitanism and world socialism. Short of them, the State's function of guarding the welfare of its citizens had to be harmonized, sublimated and purged from war, by some principle of association." (1)

For a century before the World War, the varied interests of the people of different nations had steadily become more closely interwoven. Indeed, the War itself showed how close was the interdependence of nations. Thus at the close of the War there was widespread recognition of the fact that some form of world organization was necessary, for two reasons: for governmental co-operation in the interests of their citizens, which Nationalism could not endow; and for the prevention of war. This was believed so necessary that provision for a League of Nations became an integral part of the Peace Treaty. (2)

(1). Beales, History of Peace, pp.309-310

(2). Boeckel, "An Introduction to the Study of the League of Nations," p.1.

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"The resulting League was, "A democratic federation, analagous to the Pan-American Union and the British Commonwealth of Nations. In aim the League was 'but a more modern form of the unity of civilization that haunted the minds of the great conquerors, inspired the 'universal' religions, and combined the two for a time in the concept of the Holy Roman Empire.' " (1)

The surprising fact revealed by a backward glance is that the League flourished as it did. It grew out of extreme controversy, took root in skepticism and all but insuperable difficulties (2), and breathed the air of cynicism and criticism.

The questions broached by nations at the idea of a League of Nations were penetrating and all but defeating, and it has been said that had it not been made a part of the peace it would not have come into being for another generation, and perhaps not then.

Again, to form an organization that would perform the tasks expected of it was an almost insuperable task. Even for (3) courageous and seasoned statesmen, it was almost disheartening. Then criticism set in, and errors were pointed out readily. The League was "irrationally incomplete;" its links were "mechanical;" its constitution "discriminating." It was expected to degenerate into a "politico-military alliance." Further, the possibility of war still remained.

But in spite of difficulties, the league continued,

(1). Beale, op.cit., p.310; sub quote, C.Howard Ellis, League of Nations, p.61.

(2). Boeckel, "Introduction to the Study of the League of Nations." p.3

(3). Boeckel, ibid, p.1

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and the "democratic federation" was secured, with the covenant carrying into effect several innovations of worth: first, compulsory arbitration, to an extent; second, a declaration that peace depended upon a reduction of armaments; third, a permanent organization; and fourth, the addition of The International Labor Office and Permanent Court to the permanent Secretariat.

Closely connected with the League was the establishment by protocol in 1920 of a Permanent Court of International Justice. It had its origin in plans that carried as far back as three centuries, and more definitely to that of William Ladd of Massachusetts, in 1840, who found support in the early peace societies. At the first World Peace Conference held in 1899, at the Hague, such an international organization had been proposed, and was known as the American Plan. Rejected, a court of arbitration was set up, and a second conference in 1907 found plans for a world court stifled in dispute. But at the peace conference following the War, the matter was again discussed. Upon its establishment the Council of the League was asked to draw up plans for such an organization and submit it to the different governments. In 1920 Elihu Root, the American representative to the international committee that had been formed, suggested the way out of the difficulty that had long delayed proceedings, the final plan was accepted, and the World Court was opened in 1922. (1)

(1) Boeckel, The Turn Toward Peace, p.62

The new Court did not supplant the Hague Court, but rather supplemented it. Its functions were two: it had jurisdiction in all cases which the parties referred to it, and in matters "specially provided for in treaties and conventions in force;" and it enjoyed an advisory function in matters referred to it by the League Assembly or Council. There was no code of International Law for it to apply, nor did its own statutes allow the making of International Law through precedent. Since the whole function of the Court seemed intangible and weak, the limitations to its influence were inevitable.

Another organization resulting from efforts in and around the formulation of the League was the International Labor Organization. This was an integral part of the League, created by a special provision of the Peace Treaty. It was an autonomous body, and, while membership in the League included membership in the Labor Organization, nations not belonging to the League could become members of this less political and more social subsidiary.

The two reasons for setting up such an organization were: first, in recognition of the economic, industrial, and social interdependence of the modern world, it was realized that it would be difficult to raise the standards of labor in one country unless they were raised likewise in other countries; and second, it seemed true that human welfare should be made an object of government, and that the importance of social and international peace in achieving this end should be recognized.

Modifications and Further Governmental Action

The existing League was not without its problems. "Arbitration, Security, and Disarmament" became the cry, and the future of the League itself depended on a solution of these three problems. So began the attack.

The Covenant allowed private war in three sets of circumstances, a decided weakness, and one that could become disastrous. Leading up to the Geneva Protocol of 1924, that attempted to buttress the weak points, were two important steps: first, the Washington Five Power Conference of 1921, which secured concrete results in the field of disarmament; and second, a Temporary Mixed Commission set up by the League which attempted to solve the problem of Security. The League itself in 1922 passed a resolution linking security and disarmament, which became, in 1924 the Geneva Protocol.

The standpoint was taken that war must be rendered unwarrantable, unless sanctioned by the League as necessary. So the Protocol outlawed "aggressive war," and endeavored to furnish peace machinery for the purpose of obviating deadlocks. It tightened sanctions to balk the threat of unprovoked attack by one country on another. It provided a complete system of arbitration. Yet this Protocol was finally rejected by the British Government, and others.

With the denunciation of compulsory arbitration and other methods used by the Protocol to buttress the weak places, there was substituted a system of "regional pacts" as a means

THE HISTORY OF THE UNITED STATES

The history of the United States is a story of growth, struggle, and achievement. From the first settlers to the present day, the nation has evolved through various challenges and triumphs. The early years were marked by the search for a stable government and the expansion of territory. The American Revolution was a pivotal moment, leading to the birth of a new nation. The 19th century was a period of rapid growth and change, with the Civil War being a defining event. The 20th century brought further challenges, including the Great Depression and World War II, but also saw the nation emerge as a global superpower. Today, the United States continues to shape the world, facing new challenges and opportunities.

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of increasing security. This was made possible through the Locarno treaties of 1925. Under the Locarno Treaties, five powers interested in the disputed territories of the Rhineland and the German-Polish frontier undertook mutual guarantee against aggression.

Swiftly endeavoring to denounce aggressive war were the Soviet Proposals of 1927 for complete disarmament; the new Anglo-American Arbitration treaty superseding the treaty of 1914; the League Assembly's renunciation of aggressive war; the Pan-American Conference at Havana with its similar renunciation of aggressive war between American nations. This reached a climax on August 27, 1928, in the Paris Pact. (Briand-Kellogg Pact).

The Briand-Kellogg Pact formally renounced war "as an instrument of National Policy," (1) and the sixty-three signatory nations pledged themselves to seek settlement for their disputes by pacific means only. The Pact contained no sanctions, except those of moral pressure. The conduct of international relations was henceforth to be determined by a pledge that "all changes in their relations with one another should be sought only by pacific means, and be the result of a peaceful and orderly process." (2)

What became of the Peace Movement after the War? Did the League carry on its efforts, and epitomize its aspirations? We should notice two things: first that the war, the meeting together of nations, the League and Court gave

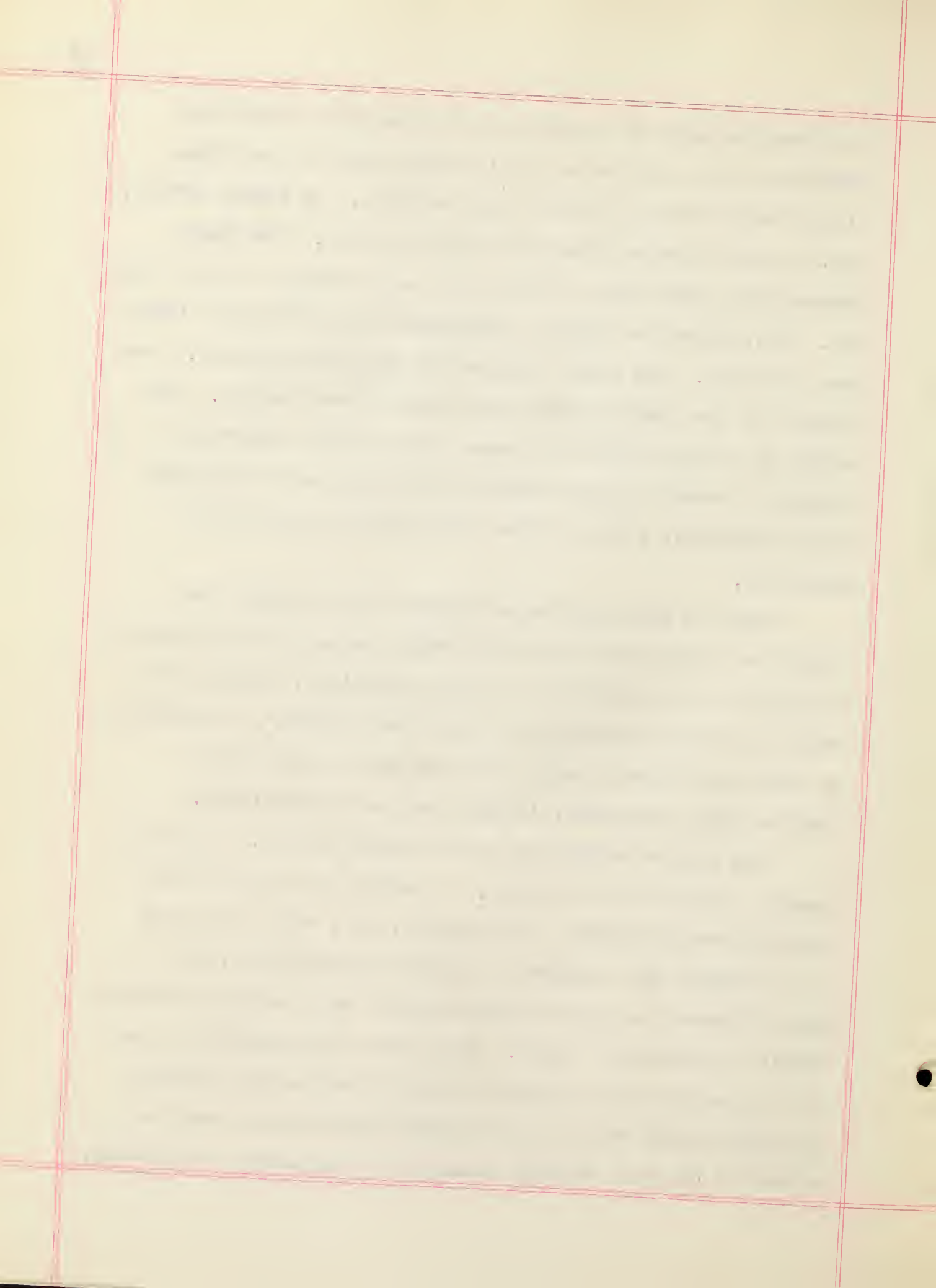
(1) Watkins, Story of the Paris Pact, p.34

(2) Loc.cit.

the Peace Movement an international scope that it had not previously had; and second, that really many of the things it had been striving for had been realized. We should notice, too, a very important change in public policy. The Peace Movement had long been striving for peace through international law. Now, under the League, governments had officially taken over the work. One great purpose had been accomplished. The dynamic of the Peace Movement now found a new channel. Crusading in an atmosphere of peace, the Movement sought two things: to create public opinion as the support of existing peace machinery; and to combat nationalist tendencies in education.

Here the American Peace Movement can no longer be linked as closely with the World Peace Movement which accepted the League as a realization of its objectives. Only in the spirit of internationalism do they come together. Henceforth, we shall be concerned more with what may be called the American Peace Movement, if such can be distinguished.

The League originated in the United States. But this country rejected the Covenant. It cannot be said that the American Peace Movement did likewise, for, while criticism of the League was indulged in by most peace groups, the Peace Movement as such was split apart, with warring factions within the Movement itself. This led to disintegration, and the one hundred and seventeen peace societies that existed in 1919, united only in the thought that they had been deceived in the War, allowed thoughts of the League to diminish,



and pursued their own disunited way. At least three groups can be distinguished. One group following a middle course, as exemplified by the American Peace Society, attempted to place the League and the Covenant in a favorable position in the eyes of the United States. The Woman's Peace Society of New York City led the group aiming at "peace at any price." The American Defence Society adopted the motto of the Navy League of England, "If you wish peace, prepare for war."

As a movement, therefore, Peace efforts in the United States since the World War are difficult to trace. Indeed, one writer has said:

"The post-war Peace Movement appears as a series of gestures rather than a definitive movement; gestures put forth in directions sometimes too little explored even yet, for example, compulsory arbitration, and sometimes running counter to mighty vested interests, for example in disarmament." (1)

But to say that because the peace movement is not one great united body working in one direction for one purpose does not mean that it is not present, or yet that it is ineffective. Each group, faction, society, or movement in the United States urging peace is zealous in working in what it thinks is the only right direction, for what it conceives to be the most promising end. Nearly every group has at one time or another attempted to influence people for peace. Call it education, or propaganda, it comes under the head of "changing the mind to thoughts of peace."

1. The first part of the paper discusses the importance of the study of the history of the English language. It is argued that the study of the history of the English language is not only a matter of academic interest but also of practical importance. The paper then goes on to discuss the various factors which have influenced the development of the English language over the centuries. These factors include the influence of other languages, the influence of social and cultural changes, and the influence of technological advances. The paper concludes by stating that the study of the history of the English language is a fascinating and important field of research.

2. The second part of the paper discusses the importance of the study of the history of the English language. It is argued that the study of the history of the English language is not only a matter of academic interest but also of practical importance. The paper then goes on to discuss the various factors which have influenced the development of the English language over the centuries. These factors include the influence of other languages, the influence of social and cultural changes, and the influence of technological advances. The paper concludes by stating that the study of the history of the English language is a fascinating and important field of research.

ORGANIZED FOR PEACE

In these chapters there will be found frequent mention of peace organizations. This is necessary because of their large number, their widespread interests, and because the American genius for organization compels notice, even in the field of peace. For almost every conceivable method of achieving peace, for every group and class, for every school of thought there exists somewhere behind it all, or as a result of it all, a peace organization, with definite aims and purposes, certain specific methods by which it hopes to achieve these aims, and in most instances a group of people which it serves.

Because the field is so widespread, and because almost every organization, either wholly or in part, believes in education to further its purpose, it is felt that more attention should be given it than mere casual mention in the different discussions. So this chapter is devoted to outlining the whole group of peace organizations, with special emphasis on those which hope to further peace chiefly by educational methods.

This outline will serve to show most of the methods of securing peace, the whole cross-section of attitudes on peace in the country, the extent of the peace movement, and the percentage of peace work based on educative ideas and ideals.

The Peace organizations fall into four main groups, each of which may be subdivided into several sections. We shall notice chiefly the purpose and policies of these groups, and the activities and methods of carrying out these policies.¹⁸

I. The group which emphasizes complete military preparedness as the most effective method of achieving peace.

A. Outlook.

This group looks upon war as more or less inevitable, and maintains that an unprepared nation is a menace to peace since it invites war by being short of defense. It believes that this country should be prepared, until such steps have been taken as will provide for other settlement of disputes: It believes that the United States should maintain its military and naval strength as long as the other powers do.

B. Societies Included

In this group can be placed all of the so-called patriotic organizations. Representative of this group is the American Coalition of Patriotic Societies, which in turn includes 115 member groups, among them being The Veterans of Foreign Wars, The National Security League, and many others.

C. Examples.

1. The American Legion

- a. Policies: Increasing preparedness by strengthening the armed forces; enactment of a Universal Service Law: support of a strict policy of neutrality.
- b. Methods: Legislative pressure, public meetings, essay contests in public schools, publicity in local newspapers, publication of an official magazine.

2. The Veterans of Foreign Wars

- a. Policies: Support for adequate national defense,

18. Main outline extracted from Atwater, E., Organized Efforts In the United States Toward Peace, Washington, Digest Press, 1936.

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urging a permanent neutrality policy, adoption of a Universal Draft Law, federal control of armaments and munitions.

- b. **Methods:** Legislative pressure, community mass meetings, publicity in local newspapers, speakers for local schools, publication of monthly magazine, and a handbook.

3. The American Coalition of Patriotic, Civic, and Fraternal Societies.

- a. **Policies:** Support for the principle of an adequate national defense, opposition to membership of the United States in the League of Nations, support for the withdrawal of diplomatic recognition of Soviet Russia.
- b. **Methods:** Policies carried out mainly through member organizations, with assistance from the Coalition by circular letters and information bulletins, and suggestion.

4. The National Security League.

- a. **Policies:** Support the principle of adequate national defense; oppose government; participation in private business; promote the teaching of the principles of the Constitution and good citizenship.
- b. **Methods.** Radio broadcasts, speakers for public meetings, special literature, a quarterly report to all members. No political activities.

5. The Navy League of the United States.

- a. **Policies:** To keep the people of the United States informed on the condition of the Navy, and provide an adequate Navy.
- b. **Methods:** Sponsors Navy Day each year, recalling the Navy to the minds of the people, and emphasizing publicly the need for a Navy. Furnishes speakers, lectures, and motion pictures to further purposes; publishes a monthly magazine.

- II. The group which emphasizes greater cooperation with other nations and an international reduction of armaments as the most effective method of achieving peace.

A. Outlook.

In this group are to be found a large number of the national peace organizations. It bases the bulk of its argument on the belief that peace is the concern of all nations, and that it can be achieved only through international cooperation. From this is deduced the conclusion that the most effective step for the United States to take toward peace is to cooperate more closely with other nations through membership in the World Court and participation in the League of Nations, the latter without the obligation of military sanctions.

This group believes in settling disputes through international consultation and arbitration. The organizations within this general group differ as to the means of enforcing such international settlements. While there are those believing in sanctions, an increasing number have come to believe in a policy of mandatory embargoes on munitions, raw materials, and the like. They support this for several reasons:

1. To prevent the country from being drawn into a foreign war through trade interests, and to limit the power of the Executive to involve the country in war.
2. To establish a national policy that will clearly indicate that this country does not believe in the use of an armed force anywhere in the world.
3. To influence the League of Nations to emphasize revision to prevent war rather than sanctions to suppress it.

It is to be likewise noted that the organizations in this group are primarily educational in their activities, although some, in addition to promoting educational activities, definitely attempt to influence the legislative policy of the United States.

B. Examples.

1. Carnegie Endowment for International Peace

- a. Policies: Does not generally adopt policies, since it is an organization for research and education.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

REPORT OF THE
COMMISSIONERS OF THE
LAND OFFICE

FOR THE YEAR
1887

CHICAGO:
PUBLISHED BY THE
UNIVERSITY OF CHICAGO PRESS

1888

CHICAGO

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- b. Purpose: "To promote the advancement and diffusion of knowledge and understanding among the people of the United States; to advance the cause of peace among nations; to hasten the renunciation of war as an instrument of national policy; to encourage and promote methods for the peaceful settlement of international differences and for the increase of international understanding and concord; and to aid in the development of international law and the acceptance by all nations of the principles underlying such law." ¹
- c. Activities and Methods. Carries on its activities through three divisions; publishes books and articles in the fields of international law and relations, and history; distributes its publications free of charge throughout the country to libraries; maintains a library in Washington; encourages the study and teaching of international law and relations; promotes the education of American public opinion on international affairs.

2. The Foreign Policy Association.

- a. Purpose and Policies: Carries on research and educational activities to aid in the understanding and constructive development of American foreign policy.
- b. Activities: Promotes discussion groups, and institutes attended by authoritative speakers; organized a Department of Education; published material--books, reports, bulletins, letters, and the like.

3. The World Peace Foundation.

- a. Purpose: To educate the people of all nations to a full knowledge of the waste, destructiveness and evil effects of war, and to promote international justice and the brotherhood of man by every practical means.
- b. Activities: Publishes analyses of current international problems; distributes in the United States the publications of the League of Nations, the International Labor Office, and

1. Yearbook of the Carnegie Endowment for International Peace, 1935, p.6

the World Court; distributes other authoritative books, bulletins, and pamphlets on allied subjects.

4. The National Committee on the Cause and Cure of War.

- a. Purpose: To provide a more united peace program, with less duplication of effort, among the member organizations.
- b. Activities. It recommends educational programs looking toward legislative action on the following points:
 - (1) Revision of the United States' neutrality policy to further avoidance of war;
 - (2) Opposition to the increased budgets for army, navy, and air forces with support for national disarmament agreements;
 - (3) Support the United States Membership in the League of Nations on terms consistent with its commitments in the Paris Pact.
 - (4) Support for the United States's adherence to the World Court
 - (5) Support for the reciprocal trade agreements for the United States as a means of relaxing international economic tensions.

5. The American Peace Society

- a. Purpose: To promote international peace through the establishment of law and justice among nations; to advance the general use of conciliation, arbitration, and judicial settlement to adjust international differences.
- b. Policies: supports American membership in the World Court; supports general principles of the League of Nations; supports an adequate national defense against unwarranted aggression; supports the Good Neighbor policy of the Roosevelt administration; supports a revision of the present neutrality policy.
- c. Activities and Methods: Encouragement along the lines of international cooperation and justice; publication of a magazine quarterly.

6. The Catholic Association for International Peace.

- a. Purpose: To study the various problems of international relations by the encouragement of conferences and discussion groups among the Catholic organizations and schools of the United States. To endeavor to apply to these international problems the principles of natural laws and Christian character.
- b. Policies: Twelve separate committees cover each a special phase of the work; there are no set policies, as the main purpose is educational.
- c. Activities. The formation of local study groups, particularly in the different Catholic colleges and Universities, is encouraged. The national office furnishes study outlines. An annual conference and several regional student conferences are held each year to stimulate a wider discussion of the problems of the world. These are open to the general public. Letters are sent to the Secretary of State asking support for the Paris Pact, and the like.

7. Other Organizations.

- a. The American Friends Service Committee.

This organization sponsors a conspicuous educational program in international relations.

- b. The Intercollegiate Council on Public Affairs.

This organization encourages American students and alumni to study national and international affairs.

- c. The American National Committee on Intellectual Cooperation.
- d. Committee on Cooperation in Latin America.
- e. International Friendship League
- f. Pan-American Union
- g. Institute of International Education.
- h. Council on Foreign Relations.
- i. Foreign Affairs Forum.

Another part of this group (II) in addition to promoting educational activities, definitely attempts to influence the legislative policy of the United States.

1. The National Council for Prevention of War.

a. Platform: Progressive world organization; world-wide reduction of armaments by international agreement; worldwide education for peace.

b. Policies.

(1) Cooperation with other nations to relieve tensions by lowering tariff barriers, stabilizing currencies, affording adequate access to raw materials.

(2) Opposition to increased expenditures for armed forces.

(3) Maintenance of freedom of the press and speech; opposition to the principle of the teachers oath.

(4) Promotion of peaceful relations with the Far East by repeal of the Oriental Exclusion Act.

(5) Membership of the United States in the World Court, and in the League of Nations on the basis of the Pope Resolution.

c. Activities and Methods: Carried on through nine departments; through these information, suggestions for action are distributed to educational, civic, religious, labor, and farm groups throughout the country. Books are published, Farm groups are kept informed as well as Labor Unions, and the departments of Publicity, Motion Pictures, Legislation, Peace-Action Service carry on the work their names imply. A monthly magazine is published.

2. The League of Nations Association.

a. Purpose: To cultivate public opinion in order to influence the Government of the United States to cooperate to the fullest extent practicable in the activities of the League, and to enter the League at the earliest possible date.

- b. Policies: Membership of the United States on the basis of the Pope Resolution, adoption by the United States of neutrality legislation which will keep the country out of war; support for efforts to remove the economic causes of war by the lowering of tariff barriers, a redistribution of raw materials, and a facilitation of greater international trade.
- c. Activities and Methods: Encouraging education on the above policies; distributing information and study material regarding the League of Nations; sponsoring radio broadcasts, conducting student contests on the League, and promoting model Assemblies of the League of Nations in colleges; political action is encouraged: a bi-weekly bulletin is published.

3. World Peaceways

- a. Purpose: To bring information about war and peace to the attention of the masses of American people not being reached by the organized peace efforts of the time.
- b. Policies: Take the profit out of war, and its preparation; require a popular referendum before allowing Congress to declare war; curtail the armament race; extend the provisions of the present neutrality policy; create a department of Peace with a cabinet officer at its head.
- c. Activities and Methods: All the facilities of modern advertising and publicity are utilized to promote a program of peace education and action. This includes radio broadcasting; advertisements in newspapers, as well as peace news, pictures, and posters, a research bureau, congressional letters, and pledges.

4. Committee on Militarism in Education.

- a. Policies: To promote programs in opposition to militarism in education, especially to formal military training in public schools, colleges, and universities; favors physical education in the place of military training, and opposes the advertising of the latter as physical education.

- b. **Activities and Methods:** To act on matters concerning military training through forming local groups, helping student conscientious objectors maintain their rights in the courts distributing educational material presenting the case against military training, publishing a news bulletin every six weeks.
- 5. **Department of International Justice and Goodwill, Federal Council of Churches of Christ in America.**
 - a. **Purpose:** to endeavor to make the Protestant churches conscious of the need for a more thorough study of the Christian basis for world peace, specific peace policies, and projects for peace action. It maintains a clearing house for international questions, promotes the annual observance of Armistice Sunday, operates a speakers' bureau, provides articles on world peace for the religious press.
- 6. **World Alliance for International Friendship through the Churches.**
 - a. **Purpose:** To enlist individuals and church leaders in all parts of the world in a practical effort to develop arbitral, conciliatory, and judicial methods of settling racial and international understandings.
 - b. **Policies:** Supports a neutrality policy for the United States, opposes increased military and naval appropriations, desires disarmament conferences, urges better trade relations, and better relations with China and Japan, and the elimination of compulsory military training.
 - c. **Activities and Methods:** Holds annual Goodwill Congress: nine hundred corresponding members cooperate in furthering the World Alliance program; issues a News Letter, and furthers an International Pulpit Exchange.
 - d. **Other Organizations in this group:**
 - (1) The Public Action Committee on Legislation affecting International Peace.
 - (2) The National Peace Conference.

III. The Absolute Pacifists or War Resisters

A. Outlook

The absolute pacifists believe that the use of armed force is inherently wrong and inconsistent with the dictates of their consciences. Finding themselves unable to participate in war of any nature, they believe the most effective step they can take to preserve peace is to enroll as many individuals as possible of like sympathies in the hope that there will be a sufficiently large number of war resisters to make it difficult for the government to recruit enough soldiers to conduct a war. Inasmuch as the maintenance of an army and navy is inconsistent with their attitude toward armed force, they urge immediate drastic reductions in armaments on the part of the United States.

B. Examples.

1. The Fellowship of Reconciliation.

- a. Policies: The organization symbolizes a Christian protest against war, and a belief in non-violent methods for the solution of all conflicts. Its members, in general, refuse to participate in any war or to sanction military preparations. It favors membership of the United States in the League of Nations without the obligation of participating in the League sanctions. It works for the breakdown of racial barriers, and favors the repeal of the Oriental Exclusion Act.
- b. Methods and Activities: Encourages the teaching of pacifism and its study, and that of non-violence, in churches, conferences, and community groups. It urges churches to hold Armistice Day services, where pledges of opposition to war may be taken. It publishes a monthly magazine; it encourages its members to communicate their views to their congressmen and thereby influence legislative policy.

2. War Resisters' League

- a. Purpose: To enroll individuals who have determined to refuse support to all war.
- b. Policies: Opposes all forms of armament, supports the principles of the Paris Pact, the World Court, and the League of Nations, without the obligation of sanctions. Supports idea of making all war in United States illegal.

- c. **Methods and Activities:** Urges individuals to sign the pledge of objection and non-support to war. Encourages the study of non-violence as a method of settling difficulties. Distributes pamphlets on war resistance.

3. The New History Society and The Green International.

- a. **Purpose:** The organization is primarily a religious one. It is international, inter-racial, and inter-religious. It is working for the united states of the world, a universal religion, and the abolition of all political and economic barriers between peoples and nations, thereby helping the formation of the "New History" of the world.
- b. **Policies:** Urges universal disarmament, and encourages opposition to participation in war. Opposes imperialism and supports an equal distribution of all the resources of the world. Favors membership of the United States in the World Court, and approves the general principle of the League of Nations.
- c. **Methods and Activities:** Conducts essay contests, sponsors a movement to unite the youth of the world in war resistance, publishes a monthly bulletin, and a monthly magazine.

4. Peace Patriots:

- a. **Purpose and Policy:** Consists of the American Citizens who contend that absolute pacifism is consistent with true patriotism. Among its objectives are: universal total disarmament; abandonment of all preparations for war; abolishment of all military training and conscription; adoption of an international agreement compelling arbitration of all disputes; repeal of the Oriental Exclusion Act.
- b. **Methods and Activities:** Has enrolled a number of conscientious objectors in New York State. It publishes a monthly bulletin.

5. Other Organizations.

- a. The Women's Peace Union
- b. The Pennsylvania Committee for Total Disarmament.

IV. The group which believes that peace can be achieved only by replacing the capitalist system with a socialist system of production for use instead of for profit.

A. Outlook.

This group believes that war is inevitable under the capitalist system. It includes those organizations which emphasize removing the economic causes of war by replacing the economic system with a socialist system.

According to the belief of the members of this group, effective international cooperation is seriously limited by the competition between capitalist nations for more and more of the profits of business. They conclude that under all of our present measures, including the League of Nations, war will inevitably result.

B. Examples.

1. League for Industrial Democracy

- a. Purpose. To educate for a new social order based on production for use and not for profit.
- b. Policies: The organization emphasizes primarily the field of industrial relationships, but is indirectly active for peace since it believes in striking at the economic roots of war, which, it holds, are inherent in the capitalist system.

In the past the organization has opposed all forms of militarism and preparation for war; it has urged individuals, particularly students, to pledge not to support war; it has criticized the League of Nations; and maintained that the establishment of socialism in the United States would eliminate the conditions which beget imperialism and therefore lift the threat of war.

- c. Activities and methods: Promotes educational activities through lecture programs in numerous cities, national radio broadcasts, and the distribution of books and pamphlets.

The Student League for Industrial Democracy has instituted and supported strikes against war in various colleges and schools in the country.

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PHILOSOPHY DEPARTMENT

PHILOSOPHY 101

LECTURE NOTES

BY

DR. J. M. SMITH

CHICAGO, ILL.

1964

2. The American League against War and Fascism

a. Program of Activities:

- (1) To stop the manufacture and transport of munitions in time of peace and the transport of all essential war materials in time of war.
 - (2) To expose the extensive preparations for war by the United States under the guise of 'national defense' and public works and to urge that the sum now spent for these be transferred to education and health.
 - (3) To demand total and universal disarmament.
 - (4) To demand mandatory neutrality legislation covering all war supplies, loans and credits.
 - (5) To oppose the policies of American imperialism in Latin America and the Far East.
 - (6) To oppose all tendencies toward fascism.
- b. Purpose: This organization seeks to unite in common resistance all organizations and individuals who are opposed to war and fascism.

THE CHURCH AND EDUCATION FOR PEACE

The churches belong in the peace movement on moral grounds. "It should be borne in mind that the interest of the churches in the peace movement arises out of the conviction that resort to war is contrary to the principles of the Christian religion."¹ This is entirely true. It follows that one who is actively a Christian must be actively engaged in promoting peace. The very character of peace as the antithesis of war makes education for peace one of the major responsibilities of the church. The paradox lies in the fact that as a moral responsibility peace cannot be disregarded by the churches, and yet it too often is.

As an institution, the church has for several reasons failed to emphasize its social responsibility. Unfortunately, it has too often been on the side that approves of war. Again, the church has been prone to lay emphasis on correctness of belief rather than action on accepted principles. Further, the mystical emphasis of the church has magnified personal religion, while its social outreach has consequently suffered. Great social values have received little attention. The ideal of peace and of international-mindedness has not received the attention and support it should from the church. Allen says: "Not the whole long century of protest in the name of Jesus; not the many citations from the early Christian martyrs; not

1. Program Suggestions for World Peace, Federal Council of Churches of Christ of America, p.3

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the intermittent drumfire on the backs of chaplains, have availed to turn the Christian world as a whole from its first allegiance," And further, "The ability of the Christian religion to confront the world with the war viper coiled contentedly in its bosom has seemed endless." ²

But the causes of peace, said Thomas Grimke, "Can never triumph until the Christian clergy, individually and as a body, shall condemn, universally and unconditionally, war and the warrior in every form as they have condemned private violence and the duellist." ³

Today this position has veritably been realized. Yet with this vantage point reached, there are only other points stretching away into further ranges. The fight for peace must go beyond mere platforms and declarations from a limited group, such as the clergy, especially when members of that group stand in the ill-repute they do during this present day, as pacifists in times of peace, and as ardent exhorters for war in times of war.

We shall not detract from the real worth of the resolutions of church bodies. They are increasingly numerous, tremendously heartening, and certainly educative. As the churches have re-declared their faith, they have repudiated war in their official statements of conviction. Characteristic of these are the following:

Lambeth Conference of Anglican Bishops, 1930:

"War as a method of settling international disputes

2. Allan, The Fight For Peace, p.20

3. Ibdi., p.34

is incompatible with the teaching and example of Our Lord Jesus Christ."

Congregational and Christian Churches, 1934

"The cleavage between the way of Jesus and the system of war is clear. We of this council are convinced that we must now make this declaration: 'The church is through with war!' We of this council call upon the people of our churches to renounce war and all its works and ways, and refuse to support, sanction, or bless it. The mind of our church, in so far as this vote reveals it, has moved to this solemn conviction."

Northern Baptist Convention, 1935:

"Modern war is...incompatible with the Gospel of Jesus Christ and in every respect contrary to God's plan of love for all mankind."

Methodist Episcopal Church, General Conference, 1936:

"War as we now know it is utterly destructive. It is the greatest social sin of modern times; a denial of the ideals of Christ: a violation of human personality and a threat to civilization. Therefore, we declare that the Methodist Episcopal church as an institution does not endorse, support, or purpose to participate in war."⁴

Tasker Bliss, a former chief of staff in the Army, after the World War declared, "The responsibility (for peace) is entirely upon the professing Christians of the United States. If another war like the last should come, they will be responsible for every drop of bloodshed."⁵ Many church leaders of today have realized this. They realize as well that the church has a strategic advantage, since in organized religion the peace movement found its origin.

There can be no doubt but that the church is a potential

4. Armistice Sunday, The Federal Council of Churches of Christ in America, p.2

5. Allan, op.cit., p.57

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force for international good will. Its prime function is to train in the practice of ideals. One of the greatest ideals--Peace on earth, good will among men--holds a central place in Christian belief. If peace between nation and nation is a central ideal, then the church must educate people in viewpoint and practice so that it may be attained. Those who have believed that peace is an ideal that a sincere and consistent church must strive for, those who wish to see the church made increasingly an educator for peace, have done much. We may notice the different ways in which peace education has been, and is being, promoted in the church.

One way which the church has seized upon as a method of teaching peace is the method of conveying the ideas and ideals of peace through atmosphere and worship. Much has been done in a rather desultory fashion, through this medium. Ways to peace should follow universal mediums. The very nature of the church makes more potent and effective the achievement of an international mind, one of brotherhood, through the more subtle means of suggestion and inference.

There certain evidences reflect a definite atmosphere within the church. If that atmosphere intends to be one of peace, of international good will, of brotherhood, it will in its outward signs show the inner spirit it assumes.

A church calendar reflects alignment of the church with a world brotherhood sentiment. Here one may find a definitely adopted statement of purpose suggesting loyalty to social

justice and world brotherhood. As an example, an extract from an affirmation of faith may be cited. "We covenant and bind ourselves...to work and pray for the progress of knowledge, the promotion of justice, the reign of peace, and the realization of human brotherhood." ⁶

Closely allied with this is the use of bulletin boards. They reflect atmosphere through the display of posters, as those sent out by World Peaceways, Inc., on The National Council for the Prevention of War; they announce texts taken from the Paris Pact, and similar peace documents, and they tell of outstanding books and significant goodwill enterprises.

How much actual effect may be realized by symbolic windows cannot be stated. Such windows as those called "Goodwill Window," with a picture of Lindbergh in aviation costume, and the word "Goodwill" appearing on it, and the lower panel depicting the signing of the Paris Pact, are representative of this form of creating peace atmosphere. Thus the Stone Church at Meadville, Pennsylvania, has eleven windows representing as many phases of Christian life. One of these is on Peace. The Universalist Memorial Church of Washington, D.C., has a memorial Gothic tower, to be called the International Justice and World Peace tower. Whatever criticism may be leveled at such methods, it is certain that they derive

6. A tentative statement prepared by the Congregational Commission on Ritual and Worship, and first used in 1929.

Lobingier, Educating for Peace, pp. 53-54

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1801. It is a very important document, as it is the first time that the President has addressed the Congress since the establishment of the office.

2. The second part of the document is a report from the Secretary of the Navy, dated January 1, 1801. It contains information about the state of the Navy and the ships that are in service.

3. The third part of the document is a report from the Secretary of the Treasury, dated January 1, 1801. It contains information about the state of the Treasury and the finances of the government.

4. The fourth part of the document is a report from the Secretary of the War, dated January 1, 1801. It contains information about the state of the War and the troops that are in service.

5. The fifth part of the document is a report from the Secretary of the Interior, dated January 1, 1801. It contains information about the state of the Interior and the land that is in service.

much of their value from the subtle constancy of their address, and are "constant educators for peace." ⁷

Peace is conveyed perhaps even more strongly through church worship. This includes the sermon, the hymns, special music and litanies.

Ideals should be reflected through the service of worship. The service ought to reflect the true spirit of the church. "Sermons which stress the peace ideal of the Christian faith are essential. Sundays following and preceeding Christmas, Armistice Day, and Goodwill Day are fitting days on which to turn the attention of Christian thinking people to the task ...of bringing in the Christian world order." ⁸ "Ministers and laymen should strive to make their services of worship so genuine that they will reveal their deepest aspirations." ⁹ Peace should be reflected alike in preaching and prayers. Peace in preaching is part of the educational task.

The hymnody of the church has not kept pace with the peace movement or any other phase of social Christianity. It has been said that one reason is the scarcity of available material. It is unfortunately true. The material, however, will come in abundance in direct ration to the demand for it, and so far the demand has not approached the need. Sadly, the churches fail to utilize what little they do have, one

7. Lobingier, op.cit., p.55

8. Program Suggestions for World Peace, op. cit., p.3

9. Lobingier, op.cit., p.57

reason being that new hymnals often fail to keep abreast of the times. But there are hymns that carry the message of brotherhood and world peace. The number is increasing. To state that their use was increasing would be an unsupported assertion. But there is a heartening and growing opposition to hymns of warlike sentiments and military terminology, coming out of the increasing realization that Christianity is essentially a fellowship. Whole litanies have been carefully prepared, and are available to churches for use in services. Certainly the outward evidence bodes well for the realization of the social implications of Christianity.

Education for peace in the church has followed the three age groups: children, young people, and adults. Aside from the educational merits of the sermon, and such other methods as we have just noticed, much of the educational effort of the church is conducted through the church school. We may be led to expect a rather poor result when we realize that peace education in this respect suffers all the disadvantages of the church school, such as the meager amount of time allowed to influence its members, its often too-inadequate staff, plus the added misfortune of occupying a comparatively negligible portion of the entire church school program.

"Peace education for children," says Lobingier, "is foundational. It cannot include the great problems that will be appropriate at a later age. It will have to do primarily with steps toward the growth of international-mindedness. The

church....builds upon the fundamental idea of neighborliness and expands it until it has world content." ¹⁰ The task confronting church educational groups is therefore to bring children a sense of "family-oneness" with all other children in the world. It is giving family relations a world scope. There are several ways in which this is done.

Atmosphere has already been mentioned as a method of education. It is perhaps even more effective with children than with the older groups. Pictures, songs -- anything conducive to friendliness with children of other countries is useful. Again, common everyday experiences may be connected and utilized to great advantage, as the story of Lindbergh's good will flight to Mexico, with an emphasis on the friendliness and neighborliness of Mexican children. Equally valuable are the regular courses of study designed to meet the particular needs of this age group, and point in a definite direction. Of this latter group, much excellent material is available, and has been effectively used. The Church Peace Union, The World Alliance for International Friendship, The Pilgrim Press of Boston, the Friendship Press, all have such material for distribution. The fact that as much is available indicates the recognized need and continued use of such educational material.

Lobingier has said, "The average church appears to be taking a neutral attitude in the matter of educating its

10. Ibid., p.69

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young people for peace...it seems to have no positive program for this purpose, nor does it promote opportunities in this direction." ¹¹ This being true, the church has failed utterly in one of its most fruitful fields for dynamic action. It is, however, recognizably a different group to approach. As Devere Allen has so aptly implied, peace is an anemic sort of thing; at least, it is made to seem so all too often. The young people are beyond that age where such a program as has just been described is appealing; they have not yet arrived at that age which is characterized by maturer judgment. It is well that this is so. Peace in the future must come from groups of young people, fully conscious of the status of war and peace, and zestfully eager to do what is right.

The Federal Council of Churches has several suggestions for young people. Taking advantage of the fact that Young People's groups are becoming increasingly active in the presentation of peace plays and pageants, they recommend lists and essay writing is urged. Peace emphasis in meetings, Young People's Societies, and the like, is suggested. Nor do they fail to include rosters, peace films and international educational pictures, and peace parades. Likewise urged are discussions on war and peace, the Paris, Pact, League of Nations, and military education. All of these are interesting to

11. ibid, p.83

youth, and have been used gratifyingly. The fact that the field remains so largely untouched leaves much room for later discussion.

Left alone, youth has helped itself. Wide awake young people, realizing their vital relation to war and peace, have done much to further discussions in their own group meetings, have sought out and produced plays and pageants, have taken up formal courses of study. Peace education is carried on, indirectly but effectively, by means of group enterprises in the spirit of good will, with an avowed purpose of developing attitudes and creating an atmosphere fundamental in the peace cause. No longer unusual are joint meetings of youth groups of different nationalities. Oftentimes there are found group contacts on a wider scale, as in the intercollegiate cosmopolitan clubs of our cities. The Club of Greater Boston, for example, has over three hundred members from 54 countries. Contacts are furthered that are invaluable factors in the creation of good will.

The very nature of young people makes an active program of public speaking, declamation, oratory, and essay writing of positive value. Interchurch oratorical contests for high school groups are not uncommon, and have been found to create widespread interest. Out of well-planned declamation contests has developed a broader knowledge of the peace question. Essay contests invite research and original thought, even though they seldom reach the number of people that speaking contests do.

1870-1871. The first year of the war. The Union army was defeated at the Battle of Bull Run. The Confederacy was established. The war continued for four years.

The war was fought between the Union and the Confederacy. The Union was led by Abraham Lincoln. The Confederacy was led by Jefferson Davis. The war ended in 1865 with the Union's victory. The Confederacy was abolished. The war was the deadliest conflict in American history.

The war was fought over the issue of slavery. The Union wanted to abolish slavery. The Confederacy wanted to keep slavery. The war was a struggle for freedom and equality. The Union won the war. Slavery was abolished. The war was a turning point in American history.

The war was fought in the Southern states. The Union army fought the Battle of Gettysburg. The Confederacy was defeated. The war was a struggle for the future of the nation. The Union won the war. The Confederacy was destroyed. The war was a great tragedy.

The war was fought for four years. The Union army fought the Battle of Vicksburg. The Confederacy was defeated. The war was a struggle for the future of the nation. The Union won the war. The Confederacy was destroyed. The war was a great tragedy.

When discussing the connection of adults with peace education in the churches, one runs against the relative fixity of the adult opinion. Out of this condition grows the fact that relatively few in the churches are concerned about peace education. Sadly, the majority are uninformed and uninterested. Peace education demands new and fresh ways of thinking, but is smothered under the blanket of adult conservatism.

The comparative few who are broad in outlook and opinion must find outlet and expression for their conviction. They find this partially in undertaking the advancement of the peace cause of youth groups, in methods we have just noticed, and through supporting peace organizations, of which we shall speak later.

A publication of the Federal Council of the Churches of Christ in America, through its Department of International Justice and Goodwill, gives its summary of suggestions for the churches of the community. Part of this we shall include. We may summarize church activities as follows:

I. For the Local Church.

A. Peace Sermons and Public Worship.

1. Sermons for special days, stressing peace ideals of the Christian faith.
2. Church Services serving the ends of peace.

B. Council or Committee on International Goodwill.

A centralizing committee serving as the visible expression of the interest of the church in world peace.

1. Carrying forward peace activities of the local church.
2. Co-operating with other churches.
3. Co-operating with national enterprises and programs.

C. Declaration of purpose to work for a warless world.

D. A Poll on the peace question

1. These keep the subject of peace before the public mind.
2. They require definite stands on the peace question.
3. They test public peace sentiment.
4. They help spread peace through contact with the Federal Council of Churches and the local press.

E. Peace Workers' Library or Literature Table.

F. Discussion and Study Groups.

G. Suggestions for Teachers of Church Schools

1. Steady inculcation of the peace ideal and peace principles in connection with the regular lesson.
2. An occasional lesson, made concrete and graphic, devoted entirely to the peace issue.
3. The showing of how mankind has been slowly developing from savagery to civilization, and its connection with war and peace.
4. Taking advantage of special Sundays to stress the Christian ideal and program for a warless world.
5. International goodwill projects for children.
6. Special emphasis and project work with war and peace items from the local newspapers.
7. Introducing a unit on peace to last five or six weeks.

H. Goodwill Projects for vacation church schools.

I. Peace Plays and Pageants.

J. Action on local and national issues pertaining to peace.

- K. Participation in Peace Declamation and Essay writing contests. *
- L. Peace emphasis in meetings of Boy and Girl Scouts, Missionary Societies, Men's Clubs, Young People's Societies, and the like.
- M. Display of Posters. **
- N. Displays of Peace Films and International Educational Pictures.

II. Suggestions for the Churches of the Community

- A. Interchurch Committee on International Goodwill
Its purpose would be to foster in the community and churches those educational processes which will beget an aroused Christian citizenship, undertaking a constructive program for peace.
- B. Co-operation by Churches with the Peace Forces of the Community.
Mutually strengthening and aiding the local groups and national organizations.
- C. Peace Parades. ***
- D. Community Observance of Armistice and World Goodwill Days.
- E. Goodwill Luncheons and Dinners.
- F. Peace Education Week.
This is observed in many cities, and characterized by lectures, forums, and other program features.
- G. Library shelf of books on Peace and War.
Many peace societies institute and encourage this procedure, and give aid and assistance in selection of books and materials, as well as further assistance in the way of advice, free material, and the like.
- H. Peace Declamation and Essay Contests.

* Sponsored by such organizations as the Federal Council's Department of International Justice and Goodwill, The Committee on World Friendship Among Children, The League of Nations Association, The National Student Forum on the Paris Pact.

** World Peaceways, Inc., and Peace Posters Press.

***Materials and Programs furnished by Federal Council.

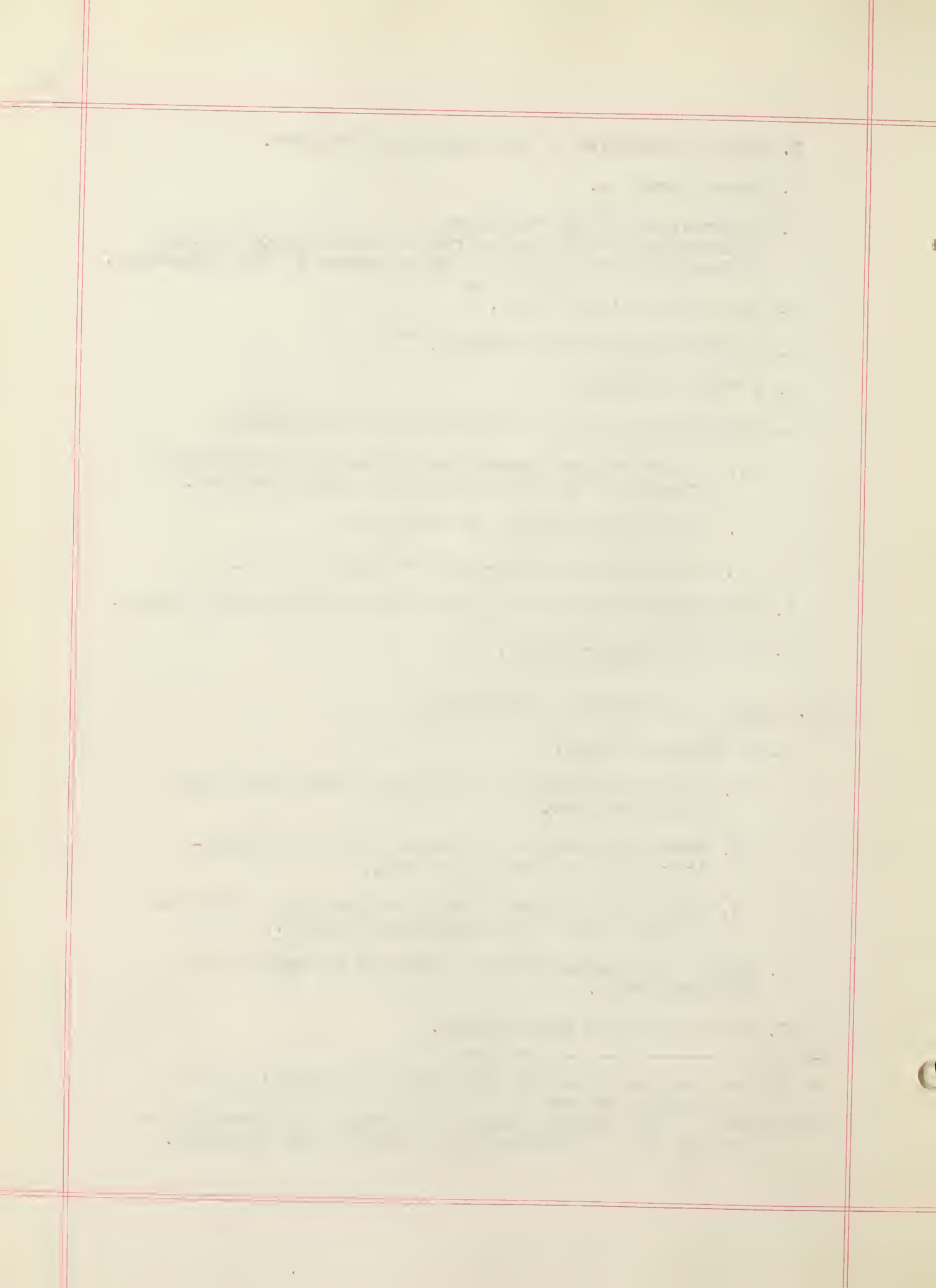
- I. Model Assemblies of the League of Nations.
- J. Peace Caravans.
- K. International Get-Togethers.
An inculcation of the spirit of brotherhood through fellowship with people of other races in the community.
- L. International exhibits. *
- M. World Friendship News Sheet. **
- N. A Poster Campaign
- O. Investigation of War and Military Propaganda.
 - 1. An interchurch committee formed to investigate propaganda in all schools and organizations.
 - 2. Influencing Boards of Education
 - 3. Influencing Parent-Teacher Associations.
- P. Interchurch Action on local and national peace issues.
- Q. Marathon Round-Tables.

III. Suggestions for the Individual

- A. An Informed Mind.
 - 1. Study materials are available from most peace organizations.
 - 2. Peace Literature is issued from most denominational publishing houses.
 - 3. The Federal Council of Churches will inform as to what specific questions to study.
- B. Individual Declaration of Purpose to work for a Warless World.
- C. Letters to the Local Press.

* Directions furnished by the National Council for the Prevention of War

** Issued by The Federal Council of Churches, through the Department of International Justice and Goodwill.



D. Political Action

1. Writing letters to the President
2. At the polls much can be done, supporting candidates favoring peace policies.
3. Correspondence with one's Representatives in Washington.

E. Petitions and Interviews.

F. Admonitions to Talk and Think peace

G. Distribution of Literature

H. International Correspondence and Travel

I. Attendance at Institutes and Conferences. ¹²

Two of the foremost organizations allied with the Church are the Church Peace Union and the Federal Council of the Churches of Christ in America. There are many others, each one active. ¹³ These organizations vary in their range of operation. Some are merely educational, others definitely attempt to influence policies of government. All believe in advancing the teaching of international-mindedness and positive good will and brotherhood.

12. Adapted from Program Suggestions for World Peace, published by the Department of International Justice and Goodwill of the Federal Council of Churches of Christ.

13. A few of these are: The American Friends Service Committee, The Church Peace Union, The Federal Council of Churches, The Peace Problems Committee of the Menonite Church, the United Society of Christian Endeavor, The World Alliance for International Friendship Through the Churches, The World's Student Christian Federation, The Catholic Association for International Peace, The American Unitarian Association, The Central Conference of American Rabbis, the Council for Social Action of the Congregational and Christian Churches, The World Peace Commission of the Methodist Episcopal Church.

Excerpts from the Report of the General Secretary and Auditors of the Church Peace Union for the year 1936 reveal the attempts and resolutions of this organization in the line of peace education.

"The task of the organization is to help prevent war and establish peace, working in common with other agencies, by enlisting the churches and religious minded individuals. The Church Peace Union seeks to make world peace a fundamental goal of religion...Religious life must be organized....

Steps have been taken to improve the quality of our News Service...A definite plan was agreed upon.. in regard to the coordination of the work of the World Alliance and the Federal Council Commission.. At the instigation of the Church Peace Union, the World Alliance adopted the slogan suggestion by the committee..'A Peace Program in Every Church.'" A number of the trustees have accepted assignments and spoken at meetings arranged during the year by the General Secretary.

The correspondence has been heavy this last year. Letters have come across our desks from every continent. We have been able to answer questions which have been asked by hundreds of students, pastors and church workers. We have helped to write scores of essays, and have furnished material for sermons, debates, and general discussions. We have revised our mailing list...until we hope to build up a mailing list of some forty or fifty thousand.

In addition, we have cooperated with the National Peace Conference in the distribution of booklets. We also distributed material furnished by...other similar agencies." 14

In the supplement to the above mentioned report is to be found an outlined program, originated by the Church Peace Union, and representing a typical outlined program for the use of churches. It may be taken as representative.

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14. The Church Peace Union, Report of the General Secretary and the Auditors to the Twenty-third Annual Meeting of the Board of Trustees, January 21, 1937. 70 Fifth Ave., New York City.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
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TO THE EDITOR:
I am writing to you regarding the article published in your journal on the synthesis of new polymers. The article is very interesting and I am looking forward to reading it in detail. I have a few questions that I would like to ask you. First, I am not sure if the reaction conditions are optimal. Second, I would like to know if the polymers are stable under various conditions. Third, I am interested in the mechanism of the reaction. I would appreciate your response to these questions. Thank you very much for your time and effort. I am looking forward to hearing from you soon.

Sincerely,
[Signature]
[Name]
[Address]
[City, State, Zip]
[Phone Number]

Following are the "Proposals for a specific and intensified educational program in the United States," as outlined by the Church Peace Union, and condensed for this discussion:

I. Committee on Education.

A. A Committee on Education to be appointed, consisting of five members.

B. The committee to have for its purpose:--To institute and carry through a general program which will assist pastors and their churches in making more effective the work for peace in the local community.

C. Methods.

1. A survey of the field. A study made of the literature now offered to the churches. On the basis of this the committee shall devise ways and means by which:

a. All useless duplications be eliminated.

b. Better emphasis and wider distribution be afforded.

c. The introduction of needed new material.

II. Courses of Lectures in Theological Seminaries.

A. List every Seminary

B. Offer service of Church Peace Union as an Educational Agency.

C. Offer to arrange for lecture, or series of lectures, by some member of the board.

D. Secure from each Trustee a promise to visit and speak in at least one Theological School during the year.

E. At each school arrange for a general discussion, and if possible conduct a seminar.

F. Present the full program of the Church Peace Union, and urge students to become familiar with the literature and material offered, and keep in touch with the union.

III. Institutes.

An arrangement for ten or so institutes each year, in local churches, under the sponsorship of local pastors, assisted and directed by representatives of the Church Peace Union.

IV. Summer Study Conference for Ministers

An arrangement by the committee for the gathering of a number of ministers, preferably at some school or college, with lectures, discussions, and seminars. This conference would serve as a basis for further study in this field.

V. Cooperation with Religious Educational Associations.

The Committee should open negotiations with the Religious Educational Associations, particularly those committees that have to do with the making of curricula; arrange for a representative from the Union to be present if possible.

VI. Cooperation with other Institutes.

A large number of other institutes are held each year, some offering a program devoted entirely to the peace issue, and others but a part of their program. The Educational Committee should form a close contact with these, and in every way assist in making it effective.

In order to glimpse the extent and ramifications of a church peace organization, we may investigate a pamphlet issued by the Federal Council of Churches. The policy of this body extends widely; much farther, in fact, than a local church. The policy for action would include:

By the Churches--

1. To develop in their own and other people's minds the will to peace.

2. To bear fresh testimony to the utter and absolute contradiction between the practice of war and the profession of the Christian Gospel.
3. To make known to their government their support of those policies which toward peace and their condemnation of those policies which tend toward war.
4. To practice in their individual lives the universality which is in Christ and in this action to subordinate all considerations of national self interest to the requirements of Christian Citizenship.
5. To labor for the success of the World Conference of Christians, and to pray that through this conference the Christians of all lands may register their determination to combat war and to work for justice and peace.

By the Government--Appealing to the President to:

1. Implement still further its Good Neighbor policy, and extend this policy to all nations.
2. Exercise moderation with respect to our military establishments, that to that end the United States may be on the side of peace.
3. Accent membership in the World Court.
4. Extend the existing neutrality legislation to include an embargo on basic war materials to nations resorting to war.
5. Work to secure national and international control of the arms traffic.
6. Extend still further the administration's trade agreement, and facilitate economic tensions.
7. Make clear that the armed forces of this country are not to protect economic interests abroad.
8. Improve relations with countries of the Pacific.
9. Place on a voluntary basis all military training. ¹⁶

16. Adapted from a "Statement adopted by the Biennial Meeting of the Federal Council of Churches."

The churches have declared their faith, and have repudiated war in their official statements. The world has heard these pronouncements that represent the conscience of the church. The question has been asked what the church will do if the conflict deepens. It is a matter of vital concern. The church needs its peace program, and the peace program needs the church.

The tension is increasing between the church's faith that God rules in human history and the world's faith that brute force is the final arbiter. The church is tempted to compromise to save itself. If it does, all may be lost. If the church stands by its resolutions, peace may be won. Christians have been, and must continue to be, active in promoting all programs for peace. In their increasing emphasis on education to true awareness, the church may yet stand by its resolve.

Equally certain is it that peace needs the church. We have previously noted Tasker Bliss's statement of such an implication, (p.29). At the time of the World War it was said that unless the churches were in accord, America could not enter the war. When, through its educative channels, church people begin to get the full implication of what they must do, the world will be well on its way toward a lasting peace.

4. The fourth part of the document discusses the implications of the findings. It suggests that the results have significant implications for the field of study and may lead to further research in this area.

5. The fifth part of the document provides a conclusion and a summary of the key findings. It reiterates the importance of accurate record-keeping and the need for ongoing research in this field.

THE SCHOOLS AND EDUCATION FOR PEACE

The major portion of any discussion of education for peace through the medium of schools must necessarily be in the realm of world citizenship. In this day of highly developed transportation and communication, world citizenship has come to have a significant meaning. Further, the major purpose of education is to increase the welfare of mankind. While educators may disagree as to just what constitutes the welfare of mankind, they probably all agree that education should convey the fine art of getting along with other people: they would agree that this integrating function of education is very prominent in our educational thought at present.¹

Recent trends have been in this direction, and this integrating function has affected both subject matter and methods of instruction. Call it civic education, social education, or education for citizenship, it is education which aims to offer the knowledge and to give practice in the skills necessary to pleasant association and effective cooperation, and comes in answer to the schools' attempt to meet the world's need for social beings, for cooperators.

But one defect becomes immediately apparent. While education in social behavior is of inestimable value, "We have evidently been proceeding upon the erroneous assumption that the need for the ability to cooperate, to get along with others.

1. Adapted from Carr, Educating for World Citizenship, p.1

to subordinate self for the good of the greater number, stops short at the imaginary lines which separate one country from another." ² We may heartily agree with Carr that "World-citizenship is a term...far greater than world peace." ³ Still if the one necessarily includes the other in its stride, zealous peace workers and educators alike do well to help the world take that stride.

There is today no survey or compiled report that tells what schools are doing to give their pupils a better understanding of world affairs or to develop international good will in the interests of peace. It remains for the one interested, therefore, to collect a heterogeneous mass of scattered notes and to attempt some semblance of order. In our discussion in this chapter we shall notice (1) what organizations exist whose chief aim lies in the direction of furthering international-mindedness in the schools, (2) some plans that have been suggested and used for carrying out such aims in the schools, and (3) some actual methods of creating world mindedness.

Peace education in the schools as a whole seems to be meager, insufficient, and misdirected. There are five or six major organizations that are concerned with this problem. We shall investigate their aims and their creeds.

2. Ibid, p.4

3. Ibid, p.7

The World Federation of Education Associations, founded in San Francisco, California, in 1923, has for its objectives;⁴

"To achieve through education international understanding, appreciation, justice, good will, friendship, and co-operation.

To raise the position of teachers and improve the quality of teaching throughout the world.

To make educational movements, events, and achievements quickly available to the teaching profession of all lands.

To facilitate through conferences and personal contacts the co-operation of official representatives of education organizations of all countries."

The Federation promotes its objectives by "active contacts with and among its members," and through "monthly releases and bulletins mailed throughout the world to all members, to education publications, and to the daily press in order to disseminate important educational information." It distributes a monthly magazine called "World Education," and every second year holds a conference attended by thousands of educationists from every country.

The National Education Association believes that "Improvement in communication, international business relations, and social intercourse have established many common national interesees. In view of these actualities, education should prepare children and adults for co-operative living in a community of nations. Children should be taught the truth about war and its costs in human life and ideals and in material wealth."

4. From a pamphlet titled "World Federation of Education Associations," published by that organization at Washington, D.C.

The National Education Association believes that "Provision should be made for the exchange of students, professors, and educational publications. State school legislation should make such international exchanges possible and effective." 5

Included in its curriculum is the belief that,

"A modern program of education should include the study of the history, the interests, and the problems of other nations. History should be taught in such a manner that, while at all times presenting actual statements of fact, it will emphasize the virtues and the achievements of all nations and increase international good will. This study should include such instruments of world understanding as the organization for international cooperation, the courts for arbitration, and the treaties of peace." 5

Still in the line which we are pursuing is the program adopted in February, 1936, of which the following statement is a part: "A modern curriculum extending from kindergarten through the secondary school adequate to furnish to pupils an understanding of the world in which they live and to enable them to participate as useful members of society." 5

The World Federation of Education Associations wishes also to be known through the following resolutions, passed by its Herman-Jordan Committee at its biennial conference in August, 1935. These are:

"This delegate assembly of the World Federation of Education Associations, comprising 2000 delegates from fifty nations, viewing with serious apprehension the growth of a type of nationalism hostile to the spirit of international cooperation, reaffirms its policy that the teaching of world interdependence and the necessity of peaceful co-operation should take place in the schools of all

5. Exerpts from a sheet called "National Education Association," published in Washington, D.C.

nations. It also urges the governments of those nations where this teaching does not exist to introduce it in accordance with the resolution passed by the Assembly of the League in 1923, and expresses its sincere appreciation of the efforts of those nations where such instruction is already being given."

"That the W.F.E.A. re-emphasize the need of a greater and more intelligent use of radio and the motion picture for the promotion of world understanding, goodwill and peace, and that it urges its constituent and cooperating members to seek to secure a wider observance of Goodwill day in the schools and other educational institutions throughout the country." ⁶

The International Federation of Teachers Associations in August, 1935, adopted resolutions from which the following are taken, and which indicate its temper and spirit:

"Members..have striven..to develop among children and young people the spirit of justice and international cooperation which is the base of the Covenant of the League of Nations;

"To eliminate or to attenuate in schoolbooks such passages as might inoculate the young generations with germs of fundamental misconception of other nations;

"To achieve lasting moral disarmament so as to establish conditions favorable to material, progressive disarmament."

"This conference confirms its faith in education for peace:

"Inspired by its experience acquired by ten years of activities on behalf of international cooperation and promotion of peace;

"Convinced that 'genuine education for peace should involve not only a teaching of pacific ideas, but an adaptation of the entire mind to international relations;

6. Excerpts from a sheet called "World Federation of Education Associations, in Washington, D.C., and distributed by the National Council for Prevention of War.

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BY

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"That international cooperation, in order to become an attitude of mind and heart, must not only be studied but experienced;

"Recommends to all those belonging to member associations:

"To use all available means known to pedagogy for this intellectual and moral education of their pupils;

"A system of teaching history, liberated in all countries from the incrimination too often deserved of perpetuating misunderstanding and hatred among nations, anxious to be truthful towards the whole human race, uniting indissolubly the scientific spirit with the spirit of international cooperation, will be a powerful factor of achieving peace;

"All undertaking tending to establish direct or indirect relations to further sympathy in thought and feelings among children, young people or adults of various countries as a means of building up mutual comprehension between man and man or between nation and nation will create an atmosphere favorable to lasting peace." ⁷

The National Congress of Parents and Teachers adopted the following resolutions in 1935:

"We urge parents to recognize the harm that comes to children from toys and playthings that incite to war and crime, and to the emulation of gangsters...

"We believe that the continued success of our democratic form of government depends upon our children learning to think independantly. To learn this, it is essential that the teachers of our schools present to the children, in a way that is fair and unemotional, all sides of controversial questions that are within the mental grasp of the group being taught...

"The security of the very existence of this and of other nations depends upon a peaceful method of settling international disputes. We therefore

7. Excerpts from sheets called the "International Federation of Teachers Associations, distributed by the National Council for Prevention of War, Washington, D.C.

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LECTURE NOTES

BY

JOHN DEWEY

1919

CHICAGO

urge parent-teacher associations to cooperate with other agencies in their efforts to suppress activities which foment war; to take the profit out of the manufacture of munitions and other war materials; and, to unite in a determined effort to develop in children and youth an appreciation of the necessity of friendliness and justice among nations as bases for world peace."

This Congress also established a committee in international relations which included in its functions and scope the following:

"To promote adult education in international understanding and inter-racial relations, since the attitude of children depends upon the adults who create it through their personal prejudices.

"To study and cooperate with the teaching of the subject of world relationships as it appears in the school curriculum, and to encourage the extension of this type of instruction.

"To encourage the national, state, and local observance of "World Goodwill Day,"..to the end that friendly attitudes may be developed through the enjoyment of plays, tableaux, and pageants promoting race acquaintance, and a program enriched by the contributions made in music, folk songs, dances, and art of various nations.

"To promote a general recognition of the inter-dependance of nations as a foundation for all efforts of peace, since we need peace for our prosperity as a people, instead of war for the advantage of profiteers.⁸

The National Student Federation of America was founded in 1925 at a conference of 245 colleges and universities. For ten years it has functioned as the national intercollegiate student government association. Its purpose, stated by the organization, is as follows:

8. Excerpts from sheets called "The National Congress of Parents and Teachers, issued by the National Council for the Prevention of War.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
JANUARY 1964

TO THE HONORABLE CHAIRMAN OF THE BOARD OF TRUSTEES

FROM THE DEPARTMENT OF CHEMISTRY

RE: A REPORT ON THE PROGRESS OF THE RESEARCH
PROGRAM IN THE DEPARTMENT OF CHEMISTRY
DURING THE YEAR 1963

The Department of Chemistry has been fortunate in having
a very productive year in 1963. The research program
has been carried out in a most efficient manner and
the results have been of a high quality.

The progress of the research program has been
summarized in the following table:

Project	Progress
1. Synthesis of new compounds	Completed
2. Study of reaction mechanisms	In progress
3. Investigation of physical properties	Completed
4. Development of new analytical methods	In progress

The results of the research program have been
published in the following journals:

1. *Journal of the American Chemical Society*
2. *Chemical Abstracts*

The progress of the research program has been
summarized in the following table:

Project	Progress
1. Synthesis of new compounds	Completed
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3. Investigation of physical properties	Completed
4. Development of new analytical methods	In progress

"To achieve a spirit of co-operation among the students of the United States to give consideration to questions affecting the students' interests.

"To develop an intelligent student opinion on questions of national and international importance.

"To foster understanding among the students of the world in the furtherance of an enduring peace." 9

The membership of this organization is made up of the student bodies of individual colleges and universities. It also carries out its aims with the help of the Annual Congress, the executive committee, the cabinet, the national Board of Advisors, and the Alumni Council. It carries out its program through the following means: National congresses, district conferences, its monthly magazine, a weekly news-release, broadcasting, forums, relief work for refugee students, its survey and information bureau, international debating meets, travel program for students, cooperation with public agencies, speakers bureau, and its program of foreign relations.

There are many other organizations such as these which have been dealt with specifically. They all do a work for peace education through promoting international-mindedness which can be realized in no other way. They see the task as an educational one, a problem to be taken care of in the schools. They meet the challenge through concentrated effort to influence in every possible way the minds that must be reached, if world-mindedness is to be as dominant as the present spirit of nationalism.

9. Excerpts from a pamphlet titled the "N.S.F.A.," (National Student Federation), distributed in New York City.

THE UNIVERSITY OF CHICAGO

DEPARTMENT OF CHEMISTRY

LABORATORY OF ORGANIC CHEMISTRY

REPORT OF RESEARCH

BY

DR. ROBERT H. WOODWARD

AND

DR. ROBERT B. WOODWARD

AND

DR. ROBERT B. WOODWARD

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AND

DR. ROBERT B. WOODWARD

Leaving the organizations and entering the schools themselves, we discover that there are many ways in which world-mindedness is inculcated, and there are as well many groupings of these ways. Thus the subject is approached not alone through the individual, or the class room, but through state-wide, and even nation-wide projects.

Four programs carried out in state school systems immediately command attention: Oregon, West Virginia, Kansas, and Colorado have all undertaken a definite, state-wide program for their schools.

Oregon: Here the schools have developed a course in world history for the ninth grade which seeks to develop an attitude of seeing institutions as changing rather than as permanent; an intelligent view of the struggle for democracy and of the forces opposing it; a perception that no nation is isolated and that world cooperation will lead to permanent peace; and a desire to incorporate in our civilization the spiritual values of other countries.

West Virginia: Here the schools devote a junior high school geography course to developing an understanding of the economic interdependence of the nations and an intimate understanding of the characteristics and customs of the people with whom the United States carries on the greater part of its trade. The result of the course is recognition of the fact that no nation can live alone but that a nation's destiny will depend upon its attitudes and methods in dealing with other nations.

2. The second part of the document focuses on the role of the management team in overseeing the organization's performance. It states that the management team should regularly review the financial statements and other key performance indicators to ensure that the organization is on track to meet its goals. The text also highlights the importance of communication between the management team and the staff, as this helps in aligning everyone's efforts towards the common objectives.

5. The fifth part of the document discusses the need for a strong risk management framework. It states that the organization should identify the potential risks and develop strategies to mitigate them. This helps in protecting the organization's assets and ensuring its long-term sustainability. The text also mentions that a strong risk management framework helps in improving the organization's resilience and ability to handle unexpected challenges.

Kansas: The Department of Education of this state has worked out a course of study on international relations in seven units for high schools in connection with history and social science classes, the ultimate of which is "peace and prosperity,' and the immediate aim 'international good will and understanding."

The Superintendent of Public Instruction, George Allen, states; "In these days when all civilized humanity may be said to be consciously seeking some way of bringing about an era of world peace and understanding, we believe that the subject of 'International Relations' may rightfully claim a place among the recognized objectives of education." ¹⁰

Colorado: Here the Educational Association has appointed a committee, which has recommended the following:

"Active agencies of positive instruction should be operative...First among the agencies we place, in its possibilities of results, the regular class routine of our schools especially in social sciences, the Arts, and Current events. Possibilities for helpful suggestion or discussion occur in almost every lesson on these subjects..."

"In fullest collaboration with this class room work we urge the fullest possible use of correspondence with pupils of other nations...the use of suitable periodicals and library books..."

"Special days and anniversaries furnish another opportunity to give to pupils inspirations toward tolerance and goodwill...We strongly caution such an observance of these days as to exalt the advantages of peace and not to glorify war..." ¹¹

10. Boeckel, F.B., Notes On What Schools Are Doing, p.3

11. Loc.cit.

To take notice of what a few of the schools across the country are doing along this line will serve as a cross section of the country's peace education. The following are courses and projects developed by city school systems: ¹²

The schools of Cleveland, Ohio, have introduced a special study course in which the major unit each semester has to do with important problems in social cooperation, including religious and race toleration and international relations.

A syllabus on peace is used in most of the New York City high schools in courses in modern history. Influences for peace, such as trade, art, international organizations--both private and governmental--are emphasized. The history of all the attempts to secure peace is taught, with attention to the workings of the League and the World Court.

In the schools of Marion, Indiana, a peace curriculum emphasizing in all the social sciences an appreciative understanding of the qualities of other peoples has been developed. The result of this work led to exhibits worked up by different grades from the primary to the intermediate, including a study of the interdependence of city and farm life, the lives of primitive peoples and the customs of different countries.

The Des Moines Public Schools have issued two bulletins, one on "Materials and Teaching suggestions to be used in connection with Armistice Day" for junior and senior high schools, and another on "Observance of Goodwill Day for Grade Schools,"

12. Ibid, p.4 (Adapted)

bulletins are graded and detailed and actually form the basis for a course in international relations.

In a Des Moines district where many Italians live, first grade children, in studying bread-making, learned that most of their bread came out of gas ovens, while the bread Italian children ate came from outside ovens. An Italian father invited the children to see this outside oven. The children made a similar one, and demonstrated it in an assembly attended by Italian and American mothers. The class also went to other foreign homes.

In the schools of Fort Collins, Colorado, history work for grade eight has been developed with the idea of creating in the pupils understanding of the people of other nations, their contributions to progress and their problems, the trade relationships between nations, interdependence for the vital necessities of life, and various steps that have been taken to settle international disputes through other means than war.

In the schools of Ford, Kansas, a course of one-half unit in international relations has been introduced with the ultimate aim of world peace and prosperity, and the immediate aim of goodwill and understanding. It includes a consideration of the causes and effects of war, and international organizations for peace.

These are but a few of the courses and projects offered in the schools throughout the country. Some of the individual schools deserve commendation for having developed special varied types of effective programs.

The wide interest of teachers in preparing the children for the interdependent world into which they are growing up is shown in the variety of plans worked out in individual schools. A few of these school activities are described briefly. ¹³

Approximately 8,000 high schools have taken part in the last five years in the program of the National Student Forum on the Paris Pact. This grows mostly from the earnest desire of the teachers and students to study this question, and some from the fact that those interested in the Paris Pact are more than eager to have it studied in the schools. Arthur Charles Watkins has prepared an excellent study book on this subject, with a complete history of the Pact, suggestions for its use, and methods for using it as an educational venture. "It is the duty of all citizens," says Watkins, "to support the Paris Pact and help make it effective. It is particularly the duty of citizens of the United States because this country was one of two that initiated it. For intelligent, active support of it by the citizens a clear understanding of it and of their responsibility toward it is needed. This is a great educational task for the press, the theater, the Church, the school." ¹⁴

In over 300 high schools, International Clubs have been formed in cooperation with the World League of International Education Associations. In many schools a Model Assembly of

13. Ibid, p.5

14. Watkins, The Story of the Paris Pact, pp.121-122

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the League of Nations has been the interesting culmination of studies carried on through several months of social science classes. Inter-American understanding is promoted by cooperation with the Department of Intellectual Cooperation of the Pan American Union. Coupled with this are the many Pan American Clubs organized in high schools in various parts of the country. Hoping to create international friendship, other schools are offering courses in Latin American History. All of these schools, with others, celebrate Pan American Day.

With the aid of the Service Bureau for Education in Human Relations, students of high schools are carrying out projects leading to an appreciation of the culture of other peoples. For example:

A school in New Jersey studied, through assembly programs and class room work, Oriental, Scandinavian, and Russian culture, with an artist from each country depicting it to the art classes.

Woodbury, New Jersey, for three years carried on an Auditorium project on world relations, with such themes as "Contributions of Various Racial Elements to Our Complex American Life," and the like.

In Madison, New Jersey, an entire Italian program was carried out with the cooperation of the various departments, placing emphasis on the contributions of that nation to this country.

The individual methods of conducting group discussions and interest projects cover a varied field. Materials are readily available, are numerous, and of real merit. Many of the peace organizations have such materials for free distribution to all interested, and have besides this compiled lists of available material in all lines.

One of these methods is the use of books. Here libraries willingly cooperate with the schools, or conduct their own book programs among school children. So have "thousands of Los Angeles school children...found friends in many countries of the world, through various projects carrying forward the general theme of 'World Friendliness Through Books.' This theme for the year's reading was sponsored in Los Angeles during 1927-28 by the Recreational Reading Committee, a group representing libraries, schools, parents, booksellers and welfare leaders interested in youth, which suggests each year a theme for reading activities, starting with Book Week in November." ¹⁵

A project carried out by the Millicent Library, Fairhaven, Massachusetts, proved to be "an effective means of encouraging children to read, and awakening their interest in the world at large...when a Book Tour was conducted for children The childrens room of the library was turned into a travel bureau...and a record of the progress of the passengers was posted. The children were invited to travel by means of books.

15. Excerpts from a mimeographed pamphlet called "From Book to Book with an International Passport," taken from the Christian Science Monitor, Feb. 15, 1929

The lasting results of the Book Tour were shown in the actual increase in a taste for reading, awakened interest in other countries and nationalities, and the attitude toward the library on the part of Parents and children." ¹⁶ These are but two of several such projects educating for world-mindedness by means of books. *

The National Council for the Prevention of War issues lists of games of other lands, and one pamphlet, called "Games of Many Lands," contains such interesting suggestions and helps that children, noticing the comparison between their everyday games and those of foreign countries, and witnessing the striking similarity, are well on their way toward a sympathetic understanding of people of other lands.

There are, among the other methods and projects, at least seven that have been used with satisfying results, all projected by the National Council through their mimeographed sheets containing suggestions, hints, lists, and other directions. For the schoolroom they list all kinds of maps, give many ideas for the proper type of songs to be used. Whole pages of available material to be used in declamation are readily acquired from this organization. They make readily accessible "Reproductions of famous paintings reflecting the spirit of peace and portraits of peace makers," "War Pictures," and "Photographs of peace monuments." Even the use of posters, cards, and blotters is not neglected. The Education Department

16. "The Millicent Library Book Tour" from the "Library Journal," April 15, 1930

* The National Council Furnishes such Book Lists

The first of these is the fact that the...
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...the hundredth is the fact that the...

of the National Council has published a fifteen-page booklet called "A list of Pageants and Plays," which contains those for children, young people, adults, with a special list of church plays, dramatic readings, and plays for trained groups. The World Federation of Education Associations has published a "Goodwill Booklet," which contains programs and pageants for World Goodwill Day. Likewise, much has been done in the realm of slides and moving pictures. Lists are sent out of groups that have lantern slides for rental, while moving picture films may be obtained from many national companies and agencies, as well as from a large number of state university Extension Departments. While this does not exhaust the field of methods, it is indicative of the lengths that peace groups are prepared to go to advance their cause.

Watkins has stated in his book on the Paris Pact that:

"There was never so great a need as now for home, school, Church, press, stage, and literature in general to cooperate in accustoming people, old and young, to the attitudes and policies of consideration and cooperation as against the attitudes and policies of selfish disregard of the opinions, principles, judgments, and activities of their neighbors. It is an unfortunate fact and one of tragic significance that at the present time the influence of a large section of the cinema and of the press is favorable to violence, and the attitude of some religious leaders and certain Church groups is characterized by prejudice and lack of understanding, and that the relation of home and school is too incoherent to produce the greatly needed outcome of intelligent social cooperation." 17

17. Watkins, op.cit., pp.105-6

The great educational task of the present day in regard to peace is recognized by the real leaders to peace to be in the field of world-mindedness, the breaking down of unfortunate and unfounded prejudice, the undermining of false patriotism, a flood of light disclosing the hampering and harmful barriers of narrow nationalism, and the establishment of a new and friendly spirit of neighborliness and brotherhood, and a widespread sense of the interdependence of all nations and races.

SOME CURRENT TRENDS IN ACHIEVING PEACE

The present day is one of confusion, disillusionment, and a paradoxical commingling of hope and fear. As Henry Noel Brailsford has said, in "Property or Peace," ¹ "The spectre of war has crept back to its post as the familiar of our civilization...our illusion that we lived in a comparatively safe world has left us....Our age is poised precariously between order and chaos, wealth and penury, peace and war."

The presence of war in Europe has brought into greater popularity in the public thinking the whole idea of neutrality. The hope of American neutrality in time of war has a firm hold on the popular mind, though a great number harbor in their hearts the conception that as a policy it may be effective, but as a working program in times of crisis it would fail. A major war anywhere in the world would be felt by the government and the people of the United States.

The National Peace Conference has agreed that its members should support a neutrality law, but they are not agreed as to what kind of law is most desirable. The differences between them are chiefly differences of emphasis. Thus says Nicholas Murray Butler in his annual report for the Division of Intercourse and Education of the Carnegie Endowment for World Peace: ² "At the moment there is no more insidious attack

1. "Obstacles to World Peace," Foreign Policy Association, p.1

2. The Annual Report of this body for 1936, pp.1-2

being made upon the foundations of prosperity and of peace than that which is made by the advocates of economic nationalism and of neutrality in case a conflict should break out between two nations....There is and can be no economic nationalism without ultimate national suicide and ultimate worldwide disaster. There is and can be no neutrality, in a nineteenth century sense, without complete and immoral neglect of the highest national obligations." Walter Van Kirk writes: "It is not enough...for the United States to try to keep out of war. Still another step must be taken--the United States must cooperate with other nations to prevent war." ³

"But," writes Dorothy Thompson in the "Survey Graphic Magazine," ⁴ "the majority of the active peace propagandists are concentrating now on a mandatory neutrality bill designed to keep America out of war when and if war occurs."

Peace groups take two stands on neutrality:

(1) The uncompromising pacifist wing of the National Peace Conference that wants the neutrality law so written that it is mandatory on the President to forbid the shipment of arms, munitions, basic raw materials, and the extension of credits and loans to all belligerents;

(2) The more conservative bodies who favor permissive neutrality, insisting that the world is a single economic and collective unit and that it is impossible to isolate any country in the long run. The idea of withdrawal, they say, is

3. Van Kirk, "The ABC of American Neutrality" published by the Federal Council of Churches of Christ, New York.

4. "Who Wants Peace," Survey Graphic Magazine, February, 1937

defeatist and impossible.

Another theoretical way of achieving peace which has gained vogue especially since the Nye munitions investigation, is that the United States was drawn into the last war by its attempt to maintain a large war trade and protect foreign investments. Thus it is believed that the way to keep out of the next war is to withdraw trade and credits from belligerents and therefore have nothing to fight for. This is a significant belief, for, when adopted by peace organizations, it immediately links them with isolationist groups that have always been out of sympathy with world cooperation. It also brings up the discussion of the idea of taxing the profits made from munitions.

The demand of the peace movement for legislation to take the profits out of war received widespread recognition in the last session of congress (February, 1937). Nine bills on the subject had been introduced by February first. Two approaches were made:

- (1) By constitutional amendment providing for the conscription of property for war purposes with or without compensation;

- (2) By recovering war profits through taxation.

"A study of the legislation now before Congress to take the profits out of war shows three things:

- (1) The practical impossibility of eliminating war-time profits of private industry under our present system of national defense;

(2) The necessity, if war profits are to be abolished, of taking the profits out of the preparations for war;

(3) The fact that the successful prosecution of modern war necessitates the setting up of a dictatorship in any country which engages in war." 5

This is another of the methods suggested for keeping peace in times of war. Only another war will test whether the experience of one crisis can be used in formulating an adequate policy to deal with another crisis.

Still another way is that of attacks on war designed to make that which has long been glamorous a thing of ridiculous aspect. It may be here stated that this means of combating war is more of a bitter gesture, or a youthful fling, and at best but transient. It was used as early as 1790 when Benjamin Rush ridiculed war and the War Department. It is still in vogue.

In Scribner's Magazine, April, 1936, there appeared an article by Roger Burlingame, which was deliciously satirical. It was called "The Impossible Next War," and set out to show why another war could not be.

The United States, the writer said, has, as usual, furnished the practical working solution to one of the world's greatest problems. For seventeen years most of the world seems to have pursued the problem of preventing war. Now Congress and the Veterans have proved that, for America at least, war is

5. Boeckel, "Taxing the Profits Out of War" National Council for the Prevention of War, Washington, 1937

impossible because it is too expensive.

The United States has spent a staggering sum on the war, and this is nothing compared to other powers. If there were to be another war, and the United States were to participate in it to the extent that France did in the last one, say, and the same situation of Congress and the Veterans, and so forth, were to continue afterward, it would reduce the nation to bankruptcy. It would more than double the present large national debt.

"So we are forced to the reductio ad absurdum: the Government must pay nearly 70 billions to the veterans of the next war within seventeen years after the event; the wealth and credit of the country are inadequate to meet the payment and yet Congress cannot repudiate the 'obligation.' So we arrive at the inevitable, happy conclusion that the next war will be impossible."

Of a different nature, and of greater effect, was the organization begun on the campus of Princeton University of the school term of 1935-36. A group calling themselves the "Veterans of Future Wars" catapulted into existence, and almost overnight elicited enthusiastic adherents for their ranks. They demanded the payment of the bonus they were to receive in the next war, saying that it was the custom to pay bonuses before they were due. It was merely a satire on the bonus situation, and the war situation, but it caused widespread interest and no little disturbance on the peace and political horizons. Over two hundred colleges gave their support to the idea.

Congress became concerned. The March of Time Newsreel gave it space. Newspapers took sides for and against the whole idea. Groups became afraid that it would make war look ridiculous.

Says A.A. Milne: "I think that war is silly, I think, too, that war is the ultimate expression of man's wickedness and men's silliness. There are times when I think that its childish silliness is even more heartbreaking than its wickedness." ⁶ Perhaps satire is one way of educating people to realize that war is silly.

Where satire is destructive, symbolism is constructive. There is being offered today the idea that we need an entirely new symbolism of peace to replace the attractive symbolism of war. Percy MacKaye once said "Of all the cases in history, the cause of international peace is probably the noblest, yet of all the symbols appealing to the world's imagination its symbol, the dove, is probably the most anemic." ⁷

Adverse symbolism is always present, and always strong. "The specific ways in which the child mind is inoculated, unconsciously, with the gospel of the goosetep--the toy weapons; the heroic tales; the revered veterans; the unforgotten dead; the memorials in stone, in canon, in literature, in holidays; the paraphernalia of chauvinistic devotion to country, the salute to the flag, the war songs, the idealized national history..." ⁸

6. Milne, Peace Without Honour, p.14

7. "North American Review," May, 1915

8. Allan, Fight For Peace, p.258

James B. Pratt has written: "Religious symbols are a social rather than an individual product. They gather about them the emotional significance which is their special character only gradually and through a long process of transmission. Many of them have been forged through the searching anguish, the sorrows and joys and solemn experiences of generations. Thus to the individual they appear with the awful glamor of ancient tradition with the aura of reverence and indisputable holiness. They are massive with the strength of society and the strength of the past.

"It takes a long time to make such symbols...Ours, I fear, is not the kind of an age that can create religious symbols...but the excitements and the popular appeals of our day are in other fields than the religious...we see young nations and young social movements (italics not in original) producing new flags and new emblems about which emotional loyalties gather." ⁹

There are those that have been thinking in just such terms as the last statement implies. They believe that the youth of today may find in the peace movement the very one around which will center their emotional loyalties. They believe that new symbols for peace can be created, and will be a most effective educational venture toward peace. They hope to take away the negative but alluring symbols of war and in their place plant those that mean peace.

9. From an article called "Sincerity and Symbolism," by James B. Pratt, appearing in Volume 1, No.3 of the "Christendom" magazine.

2002 Annual Report
The Board of Directors of the Corporation has reviewed the financial statements of the Corporation for the year ended December 31, 2002, and the accompanying notes thereto, and is satisfied that the financial statements present a true and fair view of the financial position and results of operations of the Corporation for the year ended December 31, 2002, in accordance with the requirements of the Companies Act, 1956.

The Board of Directors has also reviewed the accounts of the Corporation for the year ended December 31, 2002, and is satisfied that the accounts are correctly maintained and the financial statements are true and fair.

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There are, today, significant attitudes on several fronts, with especial reference to labor and the farm groups.

"Probably for no group of Americans is consideration of this problem (foreign affairs) of more importance than for farmers....For better, for worse, American agriculture is part of an economic system which is worldwide...The question is this: with things as they are today, is neutrality or cooperation more likely to produce the results we want?" ¹⁰

Farmers are being slowly led to believe today that after all, a cooperative treatment of the issues underlying the ominous world situation would cost the United States nothing. They hope that their belief in the democratic treatment of national problems can be expanded to include international problems. "Too often in democratic countries a certain apathy and indifference characterizes the ordinary citizen in his outlook and attitude on foreign affairs. Somehow or other, this attitude must be replaced by a 'will to peace' similar in scope and energy to the 'will to power,' characteristic of the authoritarian countries." ¹⁰ Can the farmers help the peace movement? In four ways:

Through farm and rural organization:

(1) By making the problem of American foreign policy a major subject of study.

(2) By making the problem of 'haves' and 'have nots' a similar study.

10. Blaisdell, "The Farmer's Stake in World Peace," published by the Carnegie Endowment for International Peace.

Through each farm person individually:

(1) By resolving to study these problems objectively, and to analyze proposed solutions without bias.

(2) By appreciating the fact that understanding of the problems involved should lead to action.

In a like manner the labor groups are facing the problem of world peace, studying their peculiar position in relation to the problem. Believing that they have a great interest in the cause, a very great interest in the maintenance of a stable economic order and in the avoidance of the great cost, burdens and disturbances caused by war, peace leaders among these groups wish to lead them into the new light of a true position. Social justice is the cry, and, though it may extend farther than the issue of peace and war, it does not skirt the issue, but includes it in a more vast program of justice and fairness to all.

No one can predict what may come of arousing even one of the great groups in the country on these issues of peace and war, and the economic results of war, or the humanitarian rights demanded by all. If one group alone chose to bring about united effort on the question of peace, they could solve the issue. Be it the laborers, the farmers, the women's groups, either or all could, united, establish peace. The leaders realize this, and are attempting to stir the whole group. It may succeed. Industrially, the laborers are up in arms. It may one day be for peace.

Probably the most significant and widely known movement of the present day is the Emergency Peace Campaign. It is significant because:

(1) With war imminent in Europe, this is the method the foremost peace leaders have thought best to quell the rising sentiment for participation, and establish a firm sentiment for peace;

(2) It is the most vigorous and far-reaching movement of the present day;

(3) It is supported by leaders in the field of peace, social action, education, religion.

(4) It seeks to reach all groups and classes;

(5) It involves the methods of education, propaganda, and legislation to achieve its ends.

The Emergency Peace Campaign was launched by a number of individuals who were very much concerned about "the rapidly increasing tensions which threaten to bring on large-scale disastrous wars in Europe and Asia with disastrous effects upon the United States. Realizing that the peoples of the world will be very fortunate if even another five years intervene before such conflicts break out, those at the heart of the Emergency Peace campaign face the problem of what the peace-loving people of the United States ought to do in the meantime." 11

11. "Emergency Peace Campaign," a pamphlet printed in Philadelphia, Penna., by that organization.

With this in mind, the Emergency Peace Campaign adopted a four-fold purpose, in order "to promote a cooperative nation-wide campaign to keep the United States from going to war and to achieve world peace by:

(1) Strengthening pacific alternatives to armed conflict;

(2) Bringing about such political and economic changes as are essential to a just and peaceable world order;

(3) Recruiting and uniting in a dynamic movement all organizations and individuals who are determined not to approve of or participate in war;

(4) Acquainting peace minded people with the program and policies of the member organizations of the National Peace Conference and other peace groups." ¹²

The Campaign presents several unique features. A vigorous nation-wide campaign has been started, to last for two years, at which time shall be decided what step shall next be taken. For workers the Campaign calls on those who are determined to be through with war and who are apt to pay the most in sacrificial giving of themselves and their substance, although any support at all is invited. Arguing that in time of war many would be asked to lay down their lives for war, the Campaign urges that Peace is an even greater cause, and just as needful of support in the way of sacrificial help and donations, and that the necessity is immediate and great.

¹². Excerpts from a leaflet published by the Emergency Peace Campaign, Philadelphia, Penna.

Outstanding features mark the Campaign: ¹³

(1) Mass meetings and conferences in all the principle cities of the United States:

(2) Enlisting young men and young women (those who will be called on first in another war) for a vigorous campaign in:

(a) Politically strategic rural areas

(b) Work Camps

(c) On college campuses

(d) Churches

(3) Strengthening and uniting the peace forces in churches, synagogues and other religious groups.

(4) Helping to build a Peace Movement of labor, by labor, for labor.

(5) Conducting a nation-wide poll of attitudes on war and peace.

(6) Securing a national enrollment of those determined to work for peace and who also are determined not to approve of or participate in any war, (or in any war except in case of invasion).

(7) Promoting peace education through the Granges, Farmers Union and other farm groups.

(8) Encouraging vigorous legislative measures to make it difficult for the United States to become involved in another war.

13. Loc.cit

(9) Educating through the press, radio, traveling motion pictures, literature, etc.

The Emergency Peace Campaign couches its achievements to date in the following terms:

Meetings and conferences in 278 cities last spring and 500 cities last fall were addressed by more than 500 prominent men and women who volunteered their services.

College students--250 of them--as peace volunteers worked in 50 rural areas in 23 states last summer. This winter 4000 are participating.

Ministers and Rabbis have been the vanguard of the Campaign in many communities. Last spring 3500 of them agreed to speak five times for the Campaign within six weeks.

Labor institutes and summer schools were attended by 190 workers from 33 trades in 28 states. Anti-war plays were presented in 24 states.

Press clippings, 65,000 inches, from approximately 1000 newspapers were received at headquarters.

Radio programs have included four national and many local broadcasts.

Peace councils and Emergency Peace Campaign committees functioned in almost 1000 communities in cooperation with service clubs, women's clubs, youth, farm and labor groups. ¹⁴

14. Achievements to Date, from "Let's Keep out of War," published by The Emergency Peace Campaign, Philadelphia, Pa.

THE UNIVERSITY OF CHICAGO

CHICAGO, ILLINOIS

DEPARTMENT OF CHEMISTRY

RECEIVED

THE UNIVERSITY OF CHICAGO

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It is yet too early to predict how effective this Campaign will be. But it will serve a great purpose if only it leads the way to the next step, if only it proves to be another effective way of going about the achievement of another ideal. Serving to make the public peace-conscious, it is likely that from it will spring workers, ideas, programs, books and commitments--all enlisted in the support of peace, wherever the path may lead.

CHAPTER VI

Conclusion

We have carefully examined many of the outstanding educational efforts being made toward peace in the present day, growing out of the decades of trial, effort, exhortation and education, and of the years since the disastrous world conflict and the establishment of the League of Nations.

We have seen how state departments and leaders in various governments have tried to set up international machinery for the handling of disputes between states, oftentimes without the confidence and moral support of their people, when the very basic structure of these organizations depends so greatly upon the backing of a populace educated to international mindedness.

We have closely examined the policies, methods, and activities of the leading organizations in this country whose whole or partial aim is the establishment of peace. We have seen how widespread are these groups, how zealously they seek every method to further their aim; how many seek through education and influence to bring peace to the people they served.

We have been afforded a glimpse of how the Church, seeing its mistakes, and catching a social vision, has tried increasingly to rectify the position it took in the last war, and to reaffirm its stand against all war; at

CHAPTER I

The first part of the book is devoted to a general survey of the subject. It begins with a definition of the term "philosophy" and a discussion of its history. The author then proceeds to a discussion of the various branches of philosophy, including metaphysics, epistemology, ethics, and politics. He then discusses the relationship between philosophy and science, and the role of philosophy in modern society. The second part of the book is devoted to a more detailed examination of the various branches of philosophy. It begins with a discussion of metaphysics, and then proceeds to a discussion of epistemology, ethics, and politics. The author then discusses the relationship between philosophy and science, and the role of philosophy in modern society. The third part of the book is devoted to a more detailed examination of the various branches of philosophy. It begins with a discussion of metaphysics, and then proceeds to a discussion of epistemology, ethics, and politics. The author then discusses the relationship between philosophy and science, and the role of philosophy in modern society.

the same time instituting educational measures for peace, leading its people as well as possible toward the place where "peace on earth, good will toward men" is a reality rather than a watchword faintly printed on a trampled banner.

We have seen how a few far-seeing educators have, in schools scattered throughout this country, worked against bitter odds of habit, tradition, and ignorance to set before the children of the land a vision of friendly neighborliness, of world outlook, and of purposeful peace.

We are aware today of voices being raised here and there, both in protest against the possibility of an unwilling nation to be drawn into a conflict not of its own making, and in firm accents declaring the gospel of peace in a country that at heart increasingly hopes for peace.

We have seen--we have noticed--but have we been aware of the insidious conflicts beneath it all? Have we glimpsed the futile array of banners, the blind alleys, the lurking pitfalls? Now, in retrospect, let us for the moment re-examine our landscape, and reaffirm our truths and convictions.

A paragraph in the statement of the Director of the Division of Intercourse and Education of the Carnegie Endowment for International Peace, Mr. Nicholas Murray Butler, reveals the conflict, first of all, between governments and people:

"The reason why this strong and largely distributed sentiment counts for so little in controlling public policy is that for the most part it contents itself with emotional outgivings and outbursts. It

is opposed to war; it will not countenance war; it will take no part in war; it will permit no one to make economic gain out of war: but it is singularly hopeless and helpless when it is confronted with the task, first, of lessening and then removing the causes of war, and, second, of building up those public institutions of cooperation and judicial process which are the only possible substitute for war. If governments could only be made to understand that the public opinion of their several peoples is not only opposed to war but is definitely insistent upon the policies of social, economic, and political cooperation and of substituting judicial process for threat of force in the settlement of international differences, then progress would be made. Until that time comes, the prosperity of our several nations and the orderly continuance of civilization itself are without doubt in gravest danger" 1

The Peace movement today contains those who distinguish sharply against wars of aggression and wars of defense. It numbers among its supporters who think any armed force is sinful, and those who think to insure peace this country must be more heavily armed than any other. There are those who, admitting war as a fact, seek to remove the causes. Some emphasize the need for cultural cooperation and world mindedness; others place emphasis on perfecting the legal machinery and technique for peaceful modification of international disputes. There is a group quite convinced that in the economic inequalities between nations lie the roots of war, and which hopes to achieve peace by more reasonable opportunities for the exchange of raw materials, currencies, populations. There are even those who blame war on the capitalist system, and seek in its downfall the balm for a warring world.

1. Yearbook, Carnegie Endowment, 1936, p.5

It is a very common mistake to suppose that the
only way to get a good result is to work hard
and long hours. In fact, the best results are
usually obtained by working a few hours a day
and taking plenty of rest. The reason for this is
that the mind and body need time to recover
from the strain of work. If you work too hard
and too long, you will become exhausted and
your work will suffer. It is better to work
a few hours a day and take plenty of rest than
to work long hours and become exhausted.

There are many other things that you can do to
improve your work. For example, you can
take a short break every hour to stretch
your muscles and get some fresh air. You can
also try to work in a quiet place where you
won't be distracted. Another thing you can do
is to make a list of things to do and
prioritize them. This will help you to stay
organized and to get things done more
efficiently. Finally, it is important to have a
positive attitude and to believe in yourself.
If you believe that you can do a job, you
will be more likely to succeed. So, if you want
to get a good result, work hard and long hours,
but also take plenty of rest and follow the other
tips mentioned above.

As great a conflict as there is anywhere in the world can be found in the hearts of the people. They wish peace-- and war is glamorous; insidiously so! They wish to be neighborly, yet there are inherent loyalties to one's country, and always an evening paper to tell of the country's flag trampled in the mud, or the economic concessions of some pineapple king ruthlessly disregarded. They wish to be Christian, and war is pagan, and even older than Christianity. They wish to be worthy of a higher evolution, and their human instincts cry for belligerence.

Will peace tomorrow come from governmental action?

"In every respect but one the year which has just passed had been abundant in disappointment, Governments, practically without exception, have been extolling peace and proclaiming peace, but their carefully planned and appallingly costly preparations for war have gone on apace. The lack of confidence...not only continues but has grown both in extent and in power. Public opinion simply cannot trust the word of some governments unless it be where they are planning or executing something wholly selfish and minatory. Then they can be believed. There is no use in disguising the fact that this lack of confidence has produced the gravest situation which the modern world has to face. It reflects a moral breakdown, which of itself would deprive both prosperity and peace of their one certain foundation and plunge what considers itself a civilized world into a chaos of which the end could not be foreseen." ²

Will peace come from teaching in the schools? It is extremely doubtful, unless in some miraculous way all the schools are united in one great purpose, standing on the foundation of a great conviction. This eventuality is most difficult to realize.

2. Loc.cit.

Will peace come from organizations? There is some possibility, for they are flexible, and have no chaining and stultifying traditions. "But the very diffusion of the movement means that no practical program and no consistent ideology is acceptable to all those who are willing publicly to align themselves as peace advocates." 3

Will peace come from the Church? It will if the Church awakes to the real social implication of Christianity. When it does, peace will be but one of many conflicting issues that will be settled by a united Christian people. But the outlook for that eventuality is not bright. The possibilities are that before the Church awakes, a great reaction will set in against the few who already are liberal in view, and who are men of vision, having glimpsed the whole responsibility of the Gospel.

Where, and when, and how will come peace? It will come from the first of these groups that sees the vision and dreams the dream, that secures a united effort, a practical and practicable way of achieving it, and a constant support to maintain the steps it has won.

Yet none of these groups may be able to do all of this. Whence then will come peace? Failing these, the peace of tomorrow may be realized by the efforts of small, united groups which, realizing the mistakes that have been made, and that have left the road rough and oftentimes blocked before

3. "Survey Graphic Magazine," op.cit., p.59

with 1 gallon of water will give you 1000

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them, will be able to take advantage of previous blunders and forge on ahead to new certainties. The peace of tomorrow will depend on certain factors.

The word "peace" will be rescued from the anemic setting into which it seems to have fallen, and the symbols of peace will assume a character, a sturdy respectability, and at the same time a mystical adventurousness that will go hand in hand with the new spirit. The whole foundation of the new peace will be Christian brotherhood, whether or not it goes by that or some other name.

Peace will be advanced when men are educated to see that the greater self-mastery, the only self-mastery, comes from peace, and not war, and this realization will bring them sense of dignity and personal worth.

Peace will advance farther when it is implemented to satisfy fundamental human instincts, when it is made for children a wondrous adventure, rich in color, meaning, and realism; when youth realizes that it is not to avoid the failures of the past that peace is needed, but to adventure into the fullness of tomorrow--a quest, an adventure!

Education will play a great part. It will transfer these ideas, it will teach--thoughts habituated to peace cannot be expressed in terms of war. It will show that hate cannot prepare a new civilization; that right is higher than any movement, any nation, because it is upon right principles that enduring nations are built.

Shall we, then, disregard the paths we have traveled in these few chapters? No. On one, or on all of them, we may see the light of the Damascus road, we may journey upwards from the cave. We shall work for peace in these educational ways until a newer and truer vision is vouch-safed us.

A SYNOPSIS OF
Education For Peace In The United States
Since The World War

War has enslaved the minds and emotions of men, until today there is only the habit of war. The attempt to break this habit is the greatest intellectual and spiritual challenge that mankind has ever faced.

Over one hundred years ago began the movement toward the establishment of peace. It grew and declined and flourished again, until the World War upset the world's equilibrium. The effect of the war was tremendous and far-reaching. Forces tending to world organization were strengthened through fear for democracy and even civilization itself.

The years following the war found people eagerly trying to secure peace through international legislation and organization. Following the League of Nations came the World Court, the International Labor Office, the Washington Conference, The Geneva Protocol, the Locarno Treaties, and the Paris Pact. These steps gave the Peace Movement an international scope it had not previously enjoyed, and assured one of its aims -- peace through international law. The dynamic of the Peace Movement found a new channel. The Peace Movement now sought (1) to create public opinion as the support of the existing peace machinery, and (2) to combat nationalist tendencies in education.

Behind the Peace Movement are the organizations striving in different ways for the common end--world peace if possible; "American Peace" at all costs. These organizations can be divided into four groups:

(1) The group which emphasizes military preparedness as the most effective method of achieving peace.

(2) (A) The group which emphasizes greater cooperation with other nations, with international reduction of armaments, and whose method is chiefly educational.

(B) A division of this group which, besides being educational in method, attempts to influence the country's legislative policy.

(3) The absolute pacifists or war resisters.

(4) The group believing that peace can be achieved only by replacing the capitalist system with a socialist system.

The churches have always belonged in the peace movement on moral grounds. While a lack of sustaining conviction, and internal disagreement as to the social emphasis has retarded the Church's efforts for peace, recent trends bode well for a more sustained fight. The Church's fight for peace through education follows three channels: (1) through atmosphere and worship; (2) through education; (3) through organizations. Just as the Church needs its social action, so does peace need the Church.

The activity of the schools for peace has been largely

the creation of world-minded attitudes through education, which attitude is in harmony with education's prime purpose--to increase the welfare of mankind. Methods of achieving this aim follow divers paths, none of which are full-spirited or wholly effective, although there are several organizations working well in behalf of education.

Current trends are not too heartening. Our age is even now "poised precariously between order and chaos, wealth and penury, peace and war". The peace organizations are going on their way, many hoping to achieve the victory of neutrality for the United States. The Emergency Peace Campaign remains the most vigorous and significant current gesture.

What is the meaning of it all? In retrospect we see insidious conflicts; between governments and people, between peace organization and peace organization; between pacifist and militarist; between socialist and capitalist; between nationalist and cooperator;---all these yet working for peace! In the individual heart is as great a conflict as anywhere. In retrospect we see much disunity, futility, and blindness.

Will peace come from these ways? The future alone can tell. It may come from small, united groups, profiting by past mistakes, and unhampered in their sincere efforts to establish peace. The peace of tomorrow will depend on certain factors. The very name must first come to be not only respectable, but ennobling. The symbols of peace must be gripping.

Men must be educated to see that the greater self-mastery is from peace and not war, and that under peace only can they safeguard dignity and personal worth. Peace will advance further when it is implemented to satisfy fundamental human instincts, when it is made for children a wondrous adventure, for youth a quest.

Education will play a great part in bringing the new peace. It will show that hate cannot prepare a new civilization; that right is higher than any movement, any nation, because it is upon right principles that enduring nations are built.

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5. The fifth part deals with the military situation of the country.

6. The sixth part deals with the foreign relations of the country.

7. The seventh part deals with the internal administration of the country.

8. The eighth part deals with the education of the country.

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THE HISTORY OF THE
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FROM THE FIRST SETTLEMENT
TO THE PRESENT TIME
BY
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OF THE BOSTON BAR
IN TWO VOLUMES
VOL. I.
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THE HISTORY OF THE
CITY OF BOSTON

1780

The first of the year was a very cold one, and the snow lay on the ground for several weeks.

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